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ABSTRACT

Presented in the proceedings of the 44th meeting (1972) of the conference of executives of American Schools for the Deaf are the program schedule, papers, presentations, and committee reports. Given are addresses such as a welcome and a response on behalf of Canadian schools. Papers included focus on preparatory programs for deaf students in postsecondary education, instructional and research programs of the National Technical Institute for the Deaf, preparation for careers, verbotonal instruction for young deaf children, employment opportunities, hereditary deafness, the emotionally deaf child, student characteristics, and developments in the Rehabilitation Services Administration and the Bureau of Education for the Handicapped that relate to the deaf. Presentations featured center on a medical team approach to education in Saint Mary's School for the Deaf (Buffalo), undergraduate and graduate programs at Gallaudet College, and the Kendall Demonstration Elementary and Model Secondary Schools. Special reports offered deal with education of the multihandicapped child, postsecondary education of the deaf in Canada, and houseparents in residential schools. Included from 10 business meetings are reports of the Council on Education of the Deaf, educational media committee, and the national office. The following are among standing committees giving reports: interagency affairs, membership, public relations, deaf blind children, and deaf retarded children. Appendices contain materials such as the official roster, constitution, bylaws, and a list of meetings from 1968 to 1972. (MC)

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PROCEEDINGS

of the

FORTY-FOURTH MEETING

of the

CONFERENCE OF EXECUTIVES
of
AMERICAN SCHOOLS FOR THE DEAF, INC.

(An Association of Schools and Educational Programs for the Deaf)

Founded 1868

EC061673

HOTEL ROYAL YORK

TORONTO, ONTARIO, CANADA

APRIL 30 - MAY 5, 1972

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Conference Theme: *"Challenge and Change"*

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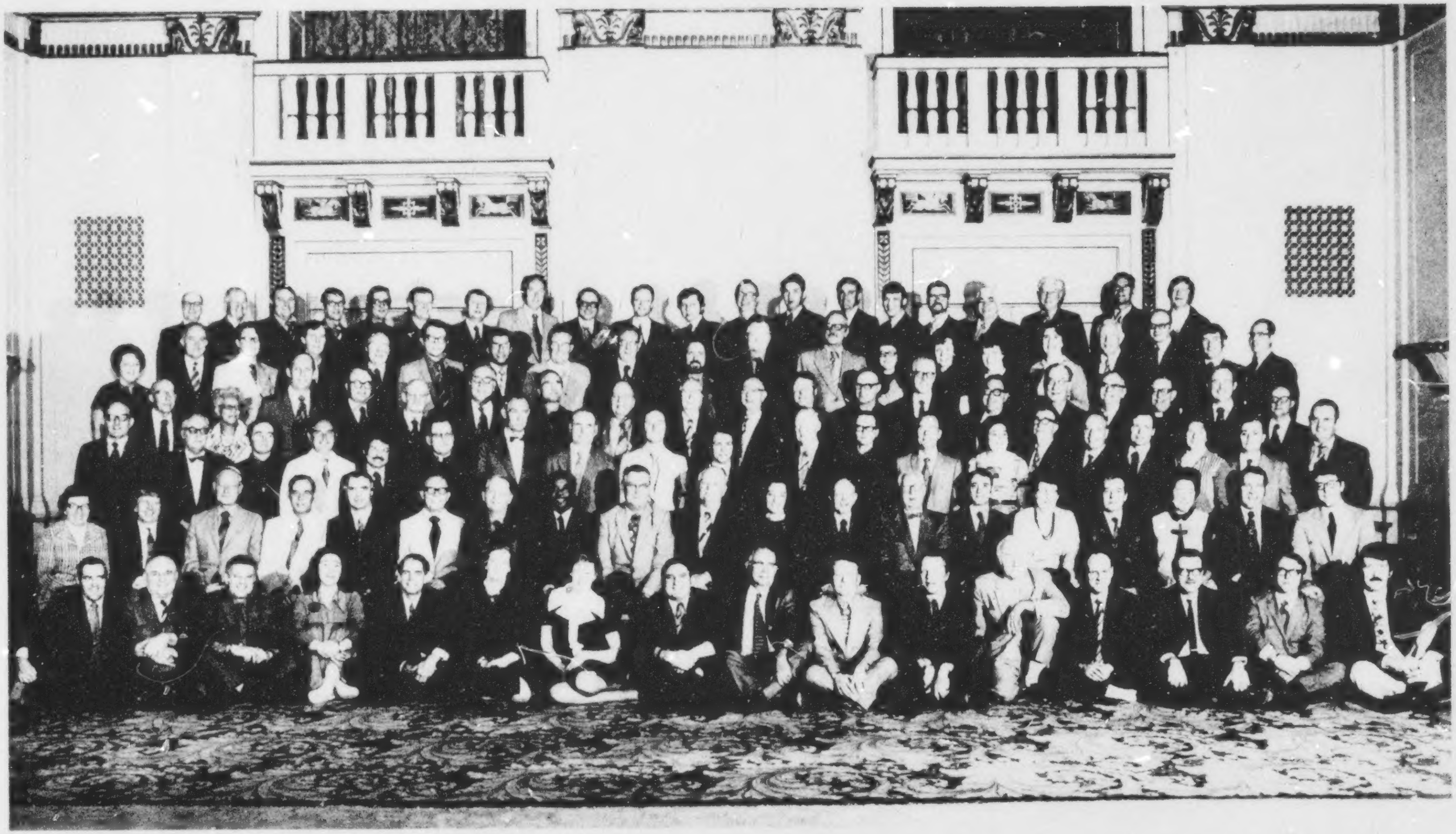

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, INC.

Forty-Fourth Meeting

April 30 - May 5, 1972

OFFICERS

Roy M. Stelle, New York	President
Lloyd A. Harrison, Missouri	President-Elect
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Stanley D. Roth, Director	Kansas, 1972
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Ralph L. Hoag, Director	New York, 1973
Donald M. Plummer, Director	Manitoba, Canada, 1973
D. Robert Frisina, Director	New York, 1973
N. F. Walker, Director	South Carolina, 1974
Frank W. Powell, Director	Texas, 1974
Eldon E. Shipman, Director	West Virginia, 1974

The Officers and Directors comprise the Executive Committee

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OFFICIAL PROGRAM

Forty-Fourth Meeting

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

REGISTRATION – The Royal York
Territories Room, Mezzanine Floor

Saturday, April 29, 1972, 2:00 - 5:00 p.m.; 7:00 - 9:00 p.m.
Sunday, April 30, 1972, 10:00 a.m. - 8:00 p.m.
Monday – Thursday, May 1 - 4, 1972, 8:30 a.m. - 4:30 p.m.

SUNDAY, APRIL 30, 1972 – Opening Session
8:00 p.m.–The Territories Room, The Royal York

Dr. Roy M. Stelle, President, Conference of Executives of
American Schools for the Deaf, Presiding

O CANADA	
STAR-SPANGLED BANNER	
INVOCATION	Father Albert Desroches, c.s.v. Superintendent Institution des Sourds de Montreal
WELCOME	The Honorable Thomas L. Wells Minister of Education of Ontario
RESPONSE – CANADA	Mr. Donald M. Plummer, Principal Manitoba School for the Deaf, Winnipeg
RESPONSE – UNITED STATES	Dr. Richard G. Brill, Superintendent California School for the Deaf, Riverside
INTRODUCTION OF KEYNOTE SPEAKER	Mr. W. K. Clarke, Director Provincial Schools Branch Ontario Department of Education
KEYNOTE ADDRESS	Dr. Ronald Jones Director of Education City of Toronto, Ontario
ANNOUNCEMENTS	
SOCIAL ACTIVITY	

Registration–The Royal York
8:30 a.m. - 4:30 p.m. (continues through Thursday)
Coffee Breaks at approximately 10:30 a.m. and 3:30 p.m. daily

MONDAY, MAY 1, 1972

SESSION I – 9:00 a.m. - 11:45 a.m.

FIRST BUSINESS MEETING:

President's Report

Committee Reports:

- Joint Annals
- Accreditation of Schools
- Dormitory Counselors
- Deaf-Blind

12:00-1:30–Lunch

12:15 p.m.–Rotary meets at Toronto West Rotary Club, Seaway Hotel

SESSION II – 1:30 p.m. - 5:15 p.m.

SECOND BUSINESS MEETING:

1:30 - 3:15 p.m.–Educational Research

"Preschool Verbotonal Instruction for Deaf Children .... Dr. Helen Craig
and Dr. William N. Craig

"Changes in Employment Patterns of the Deaf"............ Dr. Edgar L. Lowell

"NTID Research Prospectives" .... Dr. Robert Frisina

"Research on Emotionally Distrubed Children" ....Dr. Jerome D. Schein

3:45 - 5:15 p.m.–Educational Implications of a Medical Team Approach in a School for the Deaf
St. Mary's School for the Deaf, Buffalo N. Y.

Dr. John Luhr, Opthalmologist
Mr. Gerald Porter, Coordinator of Medical Services, Panel Moderator
Dr. Robert Zwirecki, Neurologist
Dr. Jack Wilson, Clinical Psychologist
Mr. David Stansberry, School Psychologist

TUESDAY, MAY 2, 1972

SESSION III – 9:00 a.m. - 12:00 Noon

Kendall Demonstration Elementary School ....Dr. Thomas R. Behrens, Director

Model Secondary School for the Deaf ....Dr. Doin Hicks, Director
"The Challenge Ahead in Secondary Education" ....Dr. Doin Hicks

"MSSD: Programs and Plans"............................Dr. Eugene Thomure

"The MSSD Scene" .... Mr. Mervin Garretson

Questions and Answers

Conference Picture

12:00 - 1:30 p.m.–Lunch
12:00 - 1:30 p.m.–Ladies Luncheon and Entertainment

SESSION IV – 1:30 - 5:15 p.m.

THIRD BUSINESS MEETING–Higher Education

1:30 - 2:30 p.m.–*"Gallaudet Today"* ....Dr. Edward C. Merrill, Jr.

2:30 - 3:30 p.m.–*"National Tech. Institute for the Deaf"* ... Dr. Robert Frisina
Dr. William Castle
Dr. James Speegle
Dr. James L. Collins
Dr. Jack Clarcq

3:45 - 5:15 p.m.–*"Overview of Post-Secondary Education for Deaf People in the United States, 1972"*................................Dr. Ross Stuckless, NTID

"Preparatory Programs for Deaf Students in Post-Secondary Education".............St. Paul Tech. Voc. Institute Programs for Deaf Students

"Supportive Services for Deaf Students in Post-Secondary Education, including Interpreting, Counseling, Note-taking and Tutoring" ....Delgado College

"Training opportunities by Area of Instruction for Deaf Students in Post-Secondary Education in 1972" ....Lee College

"Employment Opportunities for Deaf Students after Post-Secondary Education" ....Seattle Community College

WEDNESDAY, MAY 3, 1972

SESSION V – 9:00 a.m. - 12:00 Noon

9:00 - 9:30 a.m.–*"Recent Developments, VRA"* ....Dr. Boyce Williams

FOURTH BUSINESS MEETING:

9:30 - 12:00 Noon–Statistics and Demographic Studies ... Dr. David M. Denton
Dr. Augustine Gentile

12:00 - 1:30 p.m.–Lunch
12:15 p.m.–Kiwanis meets at Royal York Hotel

SESSION VI – 1:30 p.m. - 5:30 p.m.

FIFTH BUSINESS MEETING:

Committee Reports:

- Interagency
- Membership
- Multiply Handicapped
- Public Relations
- Council of Organizations Serving the Deaf
- Vocational Education
- Joint Committee on Audiology
- Council on Education of the Deaf
- Legislation
- Educational Media
- Parent Education
- Joint Committee on Mental Retardation and Education of the Deaf

THURSDAY, MAY 4, 1972

SESSION VII – 9:00 a.m. - 11:45 a.m.

9:00 - 10:15 a.m.–Media Services and Captioned Films

"Present and Future Developments" .... Mr. Malcolm J. Norwood
Dr. Frank B. Withrow

10:30 - 11:45 a.m.–*"Post-Secondary Program for the Deaf at the San Fernando Valley State College"* .... Dr. Ray Jones

11:45 a.m. - 1:30 p.m.–Lunch
12:15 p.m.–Lions Club meets at King Edward Hotel

SESSION VIII – 1:30 p.m. - 5:00 p.m.

1:30 - 2:30 p.m. .... Dr. Walter E. Nance, Department of Medical Genetics
Indiana University School of Medicine
Indianapolis, Indiana

3:15 - 5:00 p.m.–**FINAL BUSINESS MEETING:**

- Election of Officers
- Resolution
- Miscellaneous

6:00 - 7:00 p.m.–Reception–Roof Garden Banquet Room

7:00 p.m.–Conference Banquet .... Mr. John W. Fisher, Guest Speaker
Roof Garden Banquet Room

COMMITTEE FOR LOCAL ARRANGEMENTS

CO-CHAIRMEN: Dr. J. G. Demeza, Superintendent, Ontario School for the Deaf, Belleville, and Mr. D. E. Kennedy, Superintendent, Ontario School for the Deaf, Milton

REGISTRATION: Miss Shirley Ella, Administrative Assistant, Ontario School for the Deaf, Milton

TREASURER: Mr. A. H. Britton, Business Administrator, Ontario School for the Deaf, Milton

ACCOMMODATION: Mr. Stanley Draffin, Vice-Principal, Metropolitan Toronto School for the Deaf, Toronto

TRANSPORTATION: Mr. Gary H. Martins, Assistant Student Services Administrator, O.S.D., Milton

BANQUET, RECEPTIONS AND HOTEL ENTERTAINMENT: Mr. Douglas Wilding, Vice-Principal, Junior School, O.S.D., Milton

SPECIAL EVENTS: Mr. Elgin Vader, Teacher Education Specialist in Media, Ontario School for the Deaf, Belleville

CONFERENCE PHOTO: Dr. J. G. Demeza

DECOR: Mr. Carl Reid, Supervising Teacher, O.S.D., Belleville

PUBLICITY: Mr. W. K. Clarke, Director, Provincial Schools Branch, Ontario Ministry of Education

WELCOMING COMMITTEE: Miss Margaret Grant, Principal, Metropolitan Toronto School for the Deaf; Dr. John Boyd, Principal, Teacher Education Centre, O.S.D., Belleville; and several Canadian School Superintendents

Host Schools

Ontario School for the Deaf, Belleville
Ontario School for the Deaf, Milton
Metropolitan Toronto Schools for the Deaf

WELCOMING ADDRESS

The Honorable Thomas L. Wells

Minister of Education
Province of Ontario

===

It's a great pleasure for me to welcome you to our Province tonight, and may I say a special welcome to those who are visiting Ontario for the first time. I know that your organization has not met in Canada previously, and we are very proud and pleased to have you here.

We are very grateful that your organization has seen fit to encourage the participation of superintendents of Canadian schools for the deaf in your various conferences over the years.

Dr. Demeza and Mr. Kennedy tell me that this is one association from which they derive very real benefit because it gives them a chance to compare notes with their counterparts in the United States. I hope that you all feel that there is as much benefit derived as our own people do.

During the next few days, maybe you will have some time to look at some of our facilities and approaches to the education of deaf children in Ontario.

In this Province we have been providing special educational programs for the deaf for over one hundred years now. As a matter of fact, our first school for deaf children was opened in a city called Belleville, which is about 113 miles east of here, back in 1870 -- and the school celebrated its centennial just less than two years ago.

The Provincial Government has played the major role in deaf education in Ontario right from this early beginning. Through the years we have designed a program which we feel meets the particular needs of our deaf children, and we don't mind saying that one of our basic strategies has been to keep a vigilant eye on new developments in other jurisdictions -- attempting to adapt or adopt those ideas which we feel might be used here for the benefit of our own students.

As you may know, Ontario now has three schools for deaf children -- the one at Belleville, which I mentioned, one here in Toronto, and a third in the town of Milton, which is about forty miles from the city. There are over 1,300 students in these three schools combined.

We are presently building a fourth school at London, Ontario. This will be called a Regional Resource Centre, to reflect the strong community orientation it will have.

Anyway, I really didn't come here to deliver a commercial -- at least not too strong a commercial. But I suppose that it is an understandable custom at such conferences that the host state, or province in this case, brags just a little bit about the program to which they are dedicated.

Seriously, though, we do welcome you into our schools, and hope that you will see some of the things that we are attempting to do.

I suppose that I could mention specifically our teacher training program, which is a relatively intensive course, in that it runs for a full ten months and only qualified teachers are admitted.

You may also find our pre-school programs of some interest. These include a Province-wide home visitation service by which the teachers work with both deaf children and their mothers, as well as a summer school program for pre-schoolers, and their parents.

Also, you might be interested in the way we are using closed-circuit television for teaching purposes, and in the teacher education program.

Just before I finish --- maybe you will have a chance to see the new film which we have just produced. It is called Out of Silence, and it runs for about half an hour in colour. It is not an in-service film, but a layman's overview of the way in which the children enrolled at our provincial schools for the deaf are guided in their social growth and development.

The film has just been released, and we expect to show it widely among parents, college students, general educators, and other interested groups and agencies.

Ladies and gentlemen, I hope that your meetings over the next three days are beneficial to you in a very real way. Again, I say welcome to the Province of Ontario, and we all hope that you enjoy your stay, however brief.

RESPONSE -- CANADIAN SCHOOLS

Donald M. Plummer
Principal, Manitoba School for the Deaf

President Stelle, Mr. Minister, Ladies and Gentlemen:

I consider it an honor to respond on behalf of the Canadian schools to the warm welcome you have just heard from the Province of Ontario. This is an historic conference, the 44th meeting of the Conference of Executives of American Schools for the Deaf, and the first meeting of the Conference to be held in Canada. It is fitting that this first meeting in Canada should be held in the City of Toronto, the very hub and centre of English-speaking Canada; fitting also that the other great stream of Canadian culture, the French-Canadian should be represented on this platform in the person of Father Desroches.

Canadians have always been privileged to attend the Conference as equal partners with Americans, and it is a happy day when Canadians can begin to repay some of the warmth and hospitality they have received from their American friends. Our hosts from the Province of Ontario have done their best to give this meeting an all-Canadian flavour, and those of us from the other provinces owe a debt of gratitude to you, Mr. Minister, and to Dr. Joseph Demeza, Mr. Donald Kennedy, and Miss Margaret Grant for carrying the burden of responsibility for planning the conference.

The historic friendship between Canada and the United States is the supreme fact of Canadian life. This is true in the political sense, of the official relations between our two countries. It is even more true in an everyday sense as Canadians and Americans meet together in organizations of this kind or simply in pursuit of their leisure-time activities. This relationship of two peoples is truly unique in the world, and it is something that both Canadians and Americans must cherish and nurture.

These are some of the thoughts that come to mind at the opening of this first meeting of the Conference to be held in Canada, and on behalf of the Canadian schools may I express our indebtedness to our friends in Ontario for making this historic meeting possible.

RESPONSE FOR THE UNITED STATES AT TORONTO CONFERENCE

Richard G. Brill, Ed.D.
Superintendent, California School for the Deaf, Riverside

Members and guests of the Forty-fourth Meeting of the Conference of Executives of American Schools for the Deaf, it is a great privilege and honor for me to make the response for my colleagues from the United States to the welcome which has been so graciously extended to us.

We are all aware of the similarities between the peoples of our two countries and the similarities in our educational programs for the deaf that have existed all the years the schools of both countries have been members of the Conference of Executives.

Recently I read a short article in the Kiwanis magazine that some of my fellow Kiwanians may have seen. This article stated that following World War II that the large majority of marriages between white Americans and native Japanese were mostly successful and happy while marriages between Japanese-Americans and native Japanese were often doomed to collapse. Because of the apparent greater differences, one would expect that the opposite result would have taken place more frequently. A sociologist looked into this and came to the conclusion that partners in mixed marriages are so obviously different that they and their families have a heightened awareness of the differences and bend over backwards in their efforts to allow for them. In the marriages of American-Japanese and native Japanese the partners and their families see only the similarities and don't make allowance for the smaller differences in thought and tradition that exist. In some ways it is easier to bridge a very large gap than a very small one.

The significance of this situation is worth keeping in mind as we consider the relationship between Canada and the United States. It is highly important for us to not only see our similarities, but to recognize our differences in traditions, institutions and national goals. Recognizing these we can work together for the greater benefit of all of us both in regard to our two countries and within our own professional group.

In our own field, Canada has pioneered recently in first establishing the Western Institute for the Deaf in Vancouver, British Columbia, and now establishing the Canadian Institute for the Deaf with broad national implications. As I understand it these are organizations with an overall responsibility for coordinating various programs for the deaf in a geographic area including educational, psychological, rehabilitation, employment and perhaps others. This is a truly innovative step that we in the United States will be watching with great interest.

We are looking forward to this Forty-fourth Meeting and anticipate that it will be one of the most interesting and stimulating conferences we have ever held.

KEYNOTE ADDRESS

Ronald E. Jones
Director of Education, Board of Education for the City of Toronto

I wish first of all to welcome our U.S.A. visitors and to hope that all have an interesting as well as profitable time while here in Toronto. Recently, because of economic difficulties, there has been a sense of straining of relationships between our two countries. However, I am pleased to report that the recent meeting between Mr. Nixon and Mr. Trudeau was apparently cordial and harmonious and, although all the economic problems were not solved, a distinct feeling of harmony and cooperation resulted. So, perhaps all is well again. We still have our shared 3,000 mile long, undefended border; we have the present day prospect of statesmen and economists of both our countries wooing communist China and, who knows, we might yet demonstrate to all the rest of the world the path to good neighbourliness and world peace.

So, a very warm welcome to all who come from outside Toronto. In spite of our reputation of northern coolness and austerity you will find the bulk of the population warm and hospitable. The natives are friendly! We hope you get some time to see the sights of the city and to have some fun as well as to engage in the serious deliberations of the conference.

In Toronto we are tremendously proud of our educational institutions and, although as is the case everywhere, there are loud and vocal critics of the public school system, most citizens feel the schools are doing a good job. A recent public opinion survey conducted by the Ontario Department of Education showed that 93% of parents of children attending schools of the public system are satisfied with present programs; to say that we are proud of our programs for the deaf and hearing impaired would be putting it mildly, but to say that we are satisfied would be equally inaccurate. Our record goes something like this:

The first oral class for the deaf was opened in a Toronto public school in 1924 and other classes followed in a relatively short period of time. The first class for preschool deaf youngsters was established in 1947. In 1953 the classes were grouped into a unit in Sunny View School and shortly after this, in 1957, the first class at the high school level was opened in Northern Secondary School. These various provisions culminated in 1962 in the opening of our new Metropolitan Toronto School for the Deaf. Since that time, the school has added a wing and a satellite unit in the borough of Scarborough. At present we have about 250 pupils in the elementary day programs for the deaf, about 60 in the secondary program, about 100 in the special hard of hearing program in units in regular elementary schools and about 225 pupils who have "graduated" from one or another of the special programs and are now in regular classes. These latter and their teachers are given regular follow-up service by a staff of itinerant teachers.

That is a bird's eye view of our program from the statistical point of view. Philosophically, we consider our program for the deaf to be a part of our overall special education program and, as such, it is influenced by general trends and directions of the total special education movement. As you are all aware, the great trend in special education these days is to bring to an end the separation and segregation that has existed between special education and general education for the last half century.

I think that we should all admit quite candidly that the segregation aspect of all special education programs is a negative factor. Even when it is impossible to keep handicapped children in regular classes or schools, as is the case with those who require daily physical and health treatment or with those who cannot communicate, even in these cases we would wish it could be otherwise and that we could somehow treat and teach these children in their own neighbourhood schools and in regular classes.

But it is not always possible, and in our great anxiety to provide for special needs we have downplayed the effects of segregation and, up until recently, we have permitted special education programs to become too special and too separate. Now the trend has reversed and special educators themselves amidst great soul-searching and self-examination have come up with a series of axioms or basic statements to put things right. These principles might be stated as follows:

1. Whenever possible, handicapped children should be taught in regular classes with the program being modified as necessary to meet their needs. If your school or institution cares only for the profoundly deaf and/or multiply handicapped this will not provoke much of a problem for you. If you also serve hard of hearing students, remember that many of them can probably function in a regular class. As soon as basic communication skills have been developed and as soon as you can provide a follow-up service, the student should be returned to regular class.
2. Where special segregated classes are deemed essential, an

effort should be made to convert them into "resource rooms". For instance, the classes should be located in regular public schools and the children should be enrolled in regular classes even if they spend most of the day in the "resource rooms".

3. Where separate day or residential schools are necessary, extreme efforts should be made to develop a liaison or association with non-handicapped children, e.g., Metro Deaf and Davisville Jr. Public School. These two schools are the special day schools for the deaf serving all the boroughs of Metro Toronto and the regular neighbourhood junior public school (K-6, two schools housed in one building.) Also, the Ontario School for the Deaf, Belleville, and day pupils --- the case of a residential school for the deaf with increased numbers bussed from their homes on a daily or weekly basis.

4. For children placed in special schools or classes, periodic reevaluations should be scheduled with one of the aims being a return of the students to a less segregated setting, wherever possible and desirable.

5. Handicapped children and their parents should be provided with preschool treatment and training so that as many as possible may commence formal education in a regular program and others may have the optimum opportunity for later integration. Plans for registration of high-risk children at birth should be established.

6. Important ingredients in any effort to maintain handicapped children in regular schools and classes are the attitudes and skills and understandings of the regular class teachers. To

this end, all teacher education programs should include some basic courses in special education and all teachers should be led to anticipate and to welcome the introduction of handicapped children into their classes.

This list is not complete, but it does typify the kind of thinking going on in my community. We are committed to the "integration" trend in special education today and we have made progress in these directions in several of our special education departments. Let me quickly add that we at the same time realize that for some children, at any given time, a segregated special class or school is essential and in their best interest. It is a matter of professional judgment of individual cases.

We believe that integrating profoundly deaf children is not only possible but is extremely desirable and should always be considered as a possibility in making placement decisions about deaf students. It is impossible to discuss such a topic without referring to communication skills and, although this topic is really "too hot to handle", particularly by a non-expert in the field of the deaf, I should really avoid it. But, since communication is the very essence of integration I must at least touch on it.

Oralism versus the manual method --- what a conflict! It seems to me I have been hearing the sounds of this conflict for all of my years in education.

Are you educators of the deaf aware of the impact all of this has on general education and the general public? Frankly, it gives the impression of intolerant dispute, confused professionalism and rampant emotionalism. Most general administrators think to themselves and sometimes verbalize, "Why don't they stop wrangling? Why don't they mount a joint research project and get it all settled? When, oh when, will the argument cease and the solutions to the problems of the deaf be achieved?"

I know this is unfair, but nevertheless it is the way things come out. It's difficult for those not in the front lines, as it were, to see the professional implications, the variable human elements and the variables of geography, economic considerations, and social conditions that make the resolution of the problem complex and difficult. And the matter is further complicated in Metro Toronto, as I am sure it is elsewhere, by the large number of children that come to us with a non-English speaking background, and by the additional number of children with multiple handicaps, many of whom have severe neurological involvement. It is possible to teach a deaf child from a non-English speaking home to lipread and articulate via the oral method. Equally, is it possible for, say, a deaf child from an Italian speaking home to learn English language via the oral method? These are the sorts of questions that complicate the basic conflict about the teaching of communications skills.

For years we have been hoping that advances in medical science would eventually solve the problem for us and by some magical bit of surgery or drug treatment make it possible somehow for the deaf to hear and to speak with some modification of the oral method. To date, such a remedy has not appeared.

It is true that many advances have been made and we are still led to believe that cortical implantation will solve the problems of the deaf. We also look with interest at the experiments coming out of

Yugoslavia, the latest of which is termed "infra code" --- the use of sensory receptors in the skin, and we have great hopes. In Toronto we have been experimenting with the verbotonal method from Yugoslavia but, suffice it to say, that today the results have been inconclusive. All of these hopes and dreams must be kept alive and we must still believe that somewhere in the future the solution to the problems of the deaf will be alleviated, if not cured, by further scientific advances. Such dreams and hopes, however, must not stop us from developing the best technique possible combining all methods that we know about to make it possible for the deaf to become a part of the hearing society.

And so we come back to the question of resolving the dispute about oralism versus manualism, and recent research has certainly kept the pot boiling in this regard. I refer you to the papers, "Educational Implications of Research on Manual Communication" by Quigley, and "Recent Research on Manual Communication" by Moores, and a further paper reported in the January issue of *Exceptional Children* entitled "Neo-Oralism and the Education of the Deaf in the Soviet Union" by Dr. Moores. These articles all indicate a marked trend of the times in the on-going debate and, in essence, they indicate that what is called Total Communication for the deaf may be best achieved if some form of manual communication is combined with efforts in lipreading and speech production. This trend is somewhat refuted by Blevins in his paper "The Myth of Total Communication", and although one might say the debate is as hot and heavy as ever, yet from the point of view of a distant observer, it appears that the opposing forces are coming closer together. This is reflected by present developments in Ontario.

In Ontario --- and this applies to the day school for the deaf in Metro Toronto as well as to the provincial schools --- we have a solid policy of oralism. However, in view of our desire to fit in with integrated trends in the total special education program, and in view of our concerns for the many new Canadian children and multiply handicapped children amongst our numbers, we are reexamining our policy and procedures at this very time.

We are raising such questions as, will the Rochester Method or some method of fingerspelling and some combined method, or some other modification of our stance on oralism best meet the needs of some individual children --- if not for all the time, then for some time in their educational careers? An Ontario committee is now actively investigating these possibilities. No decision has been reached at this time but I can assure you that it is the earnest desire of all educators of the deaf in Ontario to come as close as possible to the position of "total communication", and we are willing to look at what seems to be new evidence as described in Moores' example about the way in which early language development is facilitated instead of hindered by an early introduction of fingerspelling.

In this review of programs for the deaf you will be pleased to know that the Ontario Government has already announced an additional link in our overall search to meet the needs of the deaf. This link takes the form of a separate program for a two year period initially in programs for the deaf at a post secondary level. It is scheduled to take place at George Brown College of Applied Arts and Technology in Metro Toronto, commencing in September, 1972. Hopefully, this will mean that our young deaf graduates will not have to go out of the country for post secondary education, and that increased support and assistance will be given to those who in the past have endeavoured to carry on post secondary education at the college or university level.

And so we have come full circle. The debate about communication continues and will likely continue to be a subject of debate and conflict for many years to come. It is like all other difficult problems in life. Any hasty or ill thought out solutions will be invalid.

Any rigid, inflexible position will be a hindrance to the total problem. Let us not give up the debate but let us at the same time be willing to look at new evidence and new solutions and a constant endeavour to match the needs of the child with the approach to which he seems to be most responsive. Perhaps flexibility is the key word at this time. It is my hope that in bringing you greetings from the Board of Education for the City of Toronto, these general remarks will set the stage for your conference during the next few days and that your deliberations and decisions will result in what might be termed another step forward in solving the problems of the deaf and hearing impaired young people in both our countries.

THE PRESIDENT'S REPORT

Dr. Roy M. Stelle, President
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

As my two year term as your president comes to a close, I wish to make a general summary of the work of the Conference during this period and some of the activities of the president. The report will not seek to cover all activities in detail as this is an organization with many committees and these committees will report on their own activities.

My predecessor, Dr. Ben E. Hoffmeyer, reported two years ago that changes do not happen quickly. Changes are sometimes discussed, planned and implemented over several administrations.

Plans were initiated during the administration of Dr. Edward Tillinghast to revise and restructure the Teacher Training and Certification requirements. Work on this continued through the Hoffmeyer administration and the transfer of the Teacher Training and Certification Committee was not actually made from the Conference of Executives of American Schools for the Deaf to the Council on Education of the Deaf until 1971, during the present administration. So the Teacher Training and Certification Committee is no longer a Conference committee. A more detailed report of its activities and accomplishments will be given later at this meeting.

In December, 1970, your president wrote a memorandum to the Executive Committee of the Conference pointing out that when the Conference of Principals of American Schools for the Deaf was organized there were no other programs for the deaf outside of the schools anywhere in the United States. While the schools for the deaf are still the largest entity affecting the lives of the deaf in this country, there are now many other programs which are educational in nature that are important in the lives of the deaf. These additional programs have enriched the total services to the deaf and it is only appropriate that they should be participating, active members of our organization through their representatives.

The Executive Committee responded with their support and a meeting was called for February, 1971, in White Plains, to redraft the constitution and bylaws for the consideration of the Conference in Little Rock, Arkansas, in June, 1971. It is now all history and the new constitution and bylaws were adopted without a dissenting vote.

The one remaining decision to be made is the question that has been raised concerning the name of the organization. The name was changed in Little Rock to "The American Association of Schools for the Deaf, Inc.". However, during the week in Little Rock there were informal discussions as to whether the change of name had been a wise decision or if it should be some other title, or if the original name should be maintained.

What has happened since that time has no official significance. A meeting was called on July 1, 1971, in Little Rock, with a lack of a quorum. A mail vote was conducted in the fall of 1971 to get the reaction of the member representatives concerning the name of the organization. This was not a constitutional vote.

When the vote was taken in Little Rock to change the name of the organization to "The American Association of Schools for the Deaf, Inc.", there was no effective date for the new name. Therefore, in view of the questions that have been raised, the current name of "Conference of Executives of American Schools for the Deaf, Inc." has been retained until a decision could be reached at this meeting. As lengthy as the name has been, one must acknowledge that it is a name that is established and accepted by and large by the profession. The organization therefore must make a choice of whether to (1) retain the current name of "Conference of Executives of American Schools for the Deaf, Inc.";(2) use the name adopted in Little Rock of "The American Association of Schools for the Deaf, Inc."; (3) use another suggested name, "Conference of Schools and Programs for the Deaf, Inc."; or (4) adopt some other name of your choosing. This requires your thoughtful consideration in order to adopt the best name possible in the best interest of the organization. I have sent each of you a letter asking that you come prepared to discuss the name of the organization. By using the current name of so many years there would be less legal complications. On the other hand, the membership is really more than just schools now as the organization does include other than school programs and is not limited to schools.

Following the Little Rock meeting, your president did write letters to the State Education Department in Pennsylvania offering the support of the Conference in any way we could help in providing a good program for the deaf children of that state. A reply was received from the Director of the Bureau of Special Education thanking us for our offer but that the Department of Education and the superintendents of these schools for the deaf located in the Commonwealth were developing a comprehensive state plan for the education of the deaf and hard of hearing from birth through adulthood.

This administration has attempted to keep you informed of important pieces of legislation that have come before Congress that would affect the education of the deaf. There are also administrative policy changes within the various departments that are important to the programs for the deaf and which we have attempted to keep you informed of.

The Joint Committee on the Deaf Retarded, which was authorized in St. Augustine in 1970 by t[illegible] American Association of the Mentally Deficient and the Conference of Executives of American Schools for the Deaf, has been organized and has made some progress. You will hear more concerning that later in the program.

The Conference has been declared a member of the Gold Emblem Club of the Conference of Organizations Serving the Deaf as a result of the $1,000 voted to be given them at the Little Rock meeting.

In October, 1971, your president was contacted by Mr. Kenneth R. Lane, Professional Editor of the Special Education Department of American Education Publications, a Xerox company, asking the Conference to sponsor him in a pilot project for the inservice training of houseparents at residential schools for the deaf in the United States. The Xerox Corporation had announced their intention of granting 20 social service leaves of absence to employees who would submit worthy social service projects. The social service leaves carried with them an employee's full pay and benefits as well as promised reinstatement at one's former position. There was a November 1st deadline for the submission of these projects, which did not give us much time to give an answer to Mr. Lane.

Your Executive Committee was contacted and a vote of approval was given for the Conference to sponsor the proposed pilot project. It was first planned that perhaps Gallaudet College could grant undergraduate credits. The plan has been dropped. Mr. Lane is working with Gallaudet, however, in the development of their program for the training of houseparents. Mr. Lane was awarded one of the social service leaves for a period of one year. The year officially begins today, May 1, 1972. Inasmuch as Xerox provided no expense money for him, the Executive Committee has agreed to help out for his administrative expenses and any other expenses deemed necessary. Mr. Lane has been given a $500 fund to be used for postage and supplies and will account to the Conference for all moneys spent. Mr. Lane is here at the Conference and will be glad to discuss his program with each and every one of you who may have requests or questions.

In September, 1970, Richard Brill who has administered the Certificate of Merit Program since its inception resigned. This work has now been taken over by the Conference and Convention office in Washington, with the lettering for the certificates being done at the New York School for the Deaf.

The Proceedings of the Conference that are held in conjunction with the Convention of American Instructors of the Deaf have historically been printed in the same publication as the Convention proceedings. This has actually never been authorized by Congress, but we have managed to get them printed. It is difficult to keep an organized file of these Proceedings with their being in bound proceedings one year and in an 8½ x 11" form with a plastic binding on the even years. It is recommended that hereafter, for the sake of uniformity, the Conference print its own reports in the 8½ x 11" form with the plastic binding each year. This should also make it possible to get the minutes much quicker and make the administration of the organization more efficient.

The Conference of Executives joined with other national agencies in Washington in sponsoring a reception to honor the progress that has been made in meeting the needs of our nation's 7,000,000 handicapped children and youths and to commemorate the 5th anniversary of the Bureau of Education for the Handicapped. Dr. Howard Quigley represented the Conference at the reception held in the New Senate Office Building.

It is worthy of mention that a very few years ago the Conference was barely able to keep itself together financially. It is interesting to note that in the annual financial report of June 30, 1971, the Conference that Year had a net gain of $16,446.10. This is due in great part to the growth in the work of the Educational Media Distribution Center which our own Howard Quigley has administered so efficiently and well. It is hoped that this will continue and the Conference will be able to do the many things needed to be done for the education and welfare of the deaf.

The Conference has continued to work with the Council on Education of the Deaf. This is truly a national group representing all programs for the deaf in the country and should be recognized for its potential aid in planning at all levels where the education of the deaf is involved.

It is with mixed emotions that I write this final message as your president. I am deeply indebted to Howard Quigley, Miss Ferne Davis, the past presidents, the Executive Committee and each member for the help and support you have given me as your president. I want to thank you for this help and look forward to greater accomplishments for the Conference to add to the rich heritage of the past.

PAPERS

PREPARATORY PROGRAMS FOR DEAF STUDENTS IN POST-SECONDARY EDUCATION

John J. Bachman, B.A., M.A.
St. Paul Technical Vocational Institute, St. Paul, Minnesota

Preparatory programs in post-secondary education became firmly established in President Gallaudet's eighth Annual Report dated November 6, 1865. He said that an intermediate or preparatory department was a necessity. Students going on to post-secondary education come from a wide variety of educational backgrounds including state and private residential schools, private and public day class programs, regular hearing secondary schools, and some who have been "stuck in the corner." A preparatory program attempts to provide a common base for the start of further education.

A preparatory program has many functions. A partial list includes:

1. Adjusting to an environment other than a residential school or home; independent living.
2. Knowledge of and familiarity with the particular school the student is attending.
3. Continuing basic academic preparedness.
4. Learning how to make use of supportive services.
5. Having an opportunity to select a major area of study with skilled assistance.
6. Developing a secure peer group identification.
7. Learning to work and associate with many hearing people, some of whom will be their co-workers some day.
8. Receiving occupational information: job qualifications, apprenticeship requirements, career objectives, salaries and advancement, etc.

The preparatory program is an adjustment period and includes courses in the following areas:

1. Preparatory English - remedial reading, language arts, and vocabulary.
2. Preparatory Math - remedial math necessary for entrance to a major area or course.
3. Personal Management - designed to present every day concepts often never experienced by deaf students, such as opening a checking account, paying rent, signing leases, buying groceries, etc.
4. Communication Skills - fingerspelling and sign language for students coming without these skills and are unable to rely entirely on speechreading and residual hearing.
5. Vocational Exploration, Occupational Information - Information on various jobs, job requirements, exploration and first-hand exposure to a wide variety of real or simulated shop areas.
6. Family Life - information on family management, sex education, drug information, etc.
7. Formulas - information on metric system, how to solve formulas, measurement, vocabulary, Centigrade and Farenheit conversion, pre-physics, etc.

The following list presents current programs listed alphabetically by state:

1. Golden West College, Huntington Beach, California
2. Hacienda La Puente Valley Vocational School, City of Industry, California
3. Riverside City College, Riverside, California

4. San Diego Community Colleges, San Diego, California
5. San Fernando Valley State College, Northridge, California
6. Community College of Denver, Denver, Colorado
7. Gallaudet College, Washington, D.C.
8. St. Petersburg Junior College, Clearwater, Florida
9. Northern Illinois University, DeKalb, Illinois
10. Iowa Western Community College, Council Bluffs, Iowa
11. Johnson County Community College, Shawnee Mission, Kansas
12. Jefferson County Area Vocational School, Jeffersontown, Kentucky
13. Delgado Vocational Technical Junior College, New Orleans, Louisiana
14. Genesee Community College, Flint, Michigan
15. State Technical Institute and Rehabilitation Center, Plainwell, Michigan
16. St. Paul Technical Vocational Institute, St. Paul, Minnesota
17. National Technical Institute for the Deaf, Rochester, New York
18. Tennessee Temple Schools, Chattanooga, Tennessee
19. Eastfield College, Mesquite, Texas
20. Lee College, Baytown, Texas
21. Tarrant County Junior College, Hurst, Texas
22. Seattle Community College, Seattle, Washington

From the Stuckless survey of post-secondary schools, the information on tables 1 and 2 includes only schools that indicated they have a preparatory program. The following information will provide a basic list of available preparatory courses and services offered in post-secondary programs throughout the country. Several other programs have indicated a desire to set up a "preparatory program" but have not done so at this time.

Table 1. Courses Offered During Preparatory Program

Institution	Language Arts	Remedial English Vocabulary	Remedial Reading	Remedial Math	Manual Communication Training	Science Formulas	Life Adjustment Personal Management	Vocational Exploration	Psychology
1	x				x			x	
2	x			x	x				
3									
4					x				
5					x				
6	x			x	x				x
7					x				
8	x	x	x	x	x	x			
9	x	x	x	x	x				
10	x	x	x	x	x		x		
11	x			x	x				
12	x			x	x	x			
13	x	x	x	x	x	x	x	x	
14	x	x	x	x	x				
15	x			x	x				
16	x	x	x	x	x	x	x	x	
17					x				
18									
19	x			x	x			x	
20	x			x	x				
21									
22	x	x	x	x	x		x	x	

Table 2. Services Available During Preparatory Period

Institution	Vocational Counseling	Academic Counseling	Personal-Social Counseling	Speech and/or Hearing	Supervised Housing
1				x	
2	x	x	x	x	x
3					
4	x	x	x	x	
5	x	x	x	x	
6	x	x	x		
7	x	x	x	x	x
8	x	x	x		
9	x	x	x	x	x
10	x	x	x		
11	x	x	x	x	
12	x	x	x	x	
13	x	x	x		
14		x	x		
15	x	x	x	x	x
16	x	x	x	x	x
17	x	x	x	x	x
18					
19	x	x	x	x	
20	x	x	x		x
21					
22	x	x	x	x	x

Evaluation of preparatory programs vary from 4 to 6 weeks or are on a semester, quarterly basis. Students may remain for a longer period if more time is needed to select a major area course of study.

Vocational-occupational information is offered in a group setting as well as on an individual basis in counseling sessions.

In the summary report dealing with "Rehabilitation Looks at Education of the Deaf," these points were brought out: "The school curriculum should include more units of instruction on work evaluation with more job sampling, emphasis on the academics (such as mathematics, and English) in a vocational setting." (National Conference for Coordinating Rehabilitation and Education Services for the Deaf, Las Cruces, New Mexico, 1967, p. 35). ". . . considerable attention was paid to language and vocabulary in order that the deaf students be conversant with the language of work and of the world as it exists outside of school. Extensive comment was made about the responsibilities of schools in inculcating self-reliance among the students with a number of the groups indicating they thought that most schools have taken great strides to improve students in this respect. . . . probably there was full agreement that schools should be doing even more to overcome this particular handicap." (Ibid, p. 41).

Dr. Allan Lerman, in his speech to the Conference of Executives meeting in St. Augustine, April 1970, stated, "Our deaf students have less information available to them about the general world of work, the social aspects of the work situation, and the potential of careers than do their hearing counterparts." He suggests ". . . informal visits to deaf adults who hold non-stereotype employment, . . . talks with small groups or individuals, the deaf adults could give a picture of the problems and possibilities for the deaf . . ." (Conference of Executives of American Schools for the Deaf, Proceedings of the 42nd meeting, April 1970, "Research on Vocational Development: The Implications for Schools for the Deaf," pp. 75, 76).

In speaking of the skills required to perform the tasks of Make Ready and Middle-think jobs, Robert Lauritsen lists, ". . . as minimums, a much higher level of math proficiency . . . and improved understanding of physics, an understanding of graphs, of formulas, ratio scales, metrics, etc., and areas related to the activities of daily living." (Journal of Rehabilitation of the Deaf, "Idiosyncratic Work Adjustment of the Deaf Worker," January 1972, p. 17).

Innovations:

At St. Paul TVI mini-curricula or readiness curricula packages have been developed as part of the preparatory program. Generally, these "mini" courses begin toward the end of the preparatory quarter. By this time most students have decided on a major shop area. Specific shop or course vocabulary is taught along with the signs used in the particular area. Interpreters are used to acquaint the students with the interpreting process and to help them adjust to lectures and instructions from a hearing teacher. Math and math vocabulary related to their particular area is also presented by both the regular preparatory teachers and interpreters.

At Seattle Community College, an instructional system on career information is being developed. Several super 8mm film loops are completed and one programmed text on Dental Technology is available with more being printed at this time. Each system is comprised of a programmed text and a film loop designed to help deaf high school students learn more about the dental technician as a possible career choice.

St. Paul Technical Vocational Institute is working on a media production contract with Media Services, Captioned Films to develop multivariate media that will be suitable for teachers and counselors of handicapped children and adults and by handicapped persons themselves. Two types of media are being produced: Vocational Exploration Packages and Readiness Curriculum Packages. The goal of this series of VEPs is a good career choice during secondary education. Post-secondary institutions can make use of these packages in their evaluation, career selection, or preparatory sessions. Once a student has made an adequate career choice, Readiness Curriculum Packages, each specific to a particular vocation, will enable him to learn the specific entry knowledge, as they apply to that vocation, at the secondary level. Thus prepared, the student can enter post-secondary education better able to make full use of the educational and work opportunities such facilities make available to him.

The initial Vocational Exploration Package (VEP) and Readiness Curriculum Package (RCP) will concentrate on Machine Tool Processes and will consist of a series of programmed instruction lessons on film, a programmable motion picture projector for use with Project LIFE hardware, a drill press, a box of parts, hand tools, and associated printed materials. Each lesson will be presented on film using total communication (signs, speech, and captions). Both types of packages will be self-contained and exportable to both secondary and post-secondary institutions. They are designed to be administered by a counselor or teacher who has no special training in Machine Tool Processes.

We can add to this list of things a deaf student should "learn" before he graduates from a secondary program. Carry-over from one class to another or from the classroom to the shop and vice versa has always been a problem. Shop vocabulary,and along with this, teaching the many new signs that are emerging from all post-secondary programs.

Some of these ideas and additions to school curriculums have already begun in secondary schools. As administrators, you have a responsibility to look into post-secondary education and see what your particular school can implement in order to help your deaf graduates make this transition easier.

Most residential schools have a college preparatory class for promising students intending to go on to college at Gallaudet. These students receive additional reading, language, math and science. What happens to the "other" students in many cases? Since they are not going "on to college," why bother giving them additional, special attention? Can we say they don't need it? Won't many of them be going to a post-secondary program and will be required to know a lot of math, have a basic understanding of physics and certainly will be reading and writing more? Receiving a high school diploma or certificate is not the end of a person's education. With the advent of nearly 30 post-secondary programs for deaf students throughout the country, the need is even greater for students to have a better preparation before leaving high school.

Preparatory programs of any kind in post-secondary education will probably never go out of existence. The goal of these programs should be a lessening of the remedial, preparatory work and an increase of concentration on a particular student's major area of study.

NTID: ITS INSTRUCTIONAL PROGRAMS

William E. Castle, B.S., M.A., Ph.D.
Dean, National Technical Institute for the Deaf

Introduction

As you know, by all intents of Public Law 89-36, NTID is to be a multipurpose institute for the deaf; as such it provides maximum flexibility in curricula and encourages all such originality, imagination, and innovation as will satisfy high levels of aspiration of deaf students. To do this, the plans and operations of NTID are based on the premises that NTID must be a responsible pioneer in the technical training of deaf people generally and that job placement of the deaf cannot be solved with yesterday's standard. The program now underway and all future programming will incorporate the most recent thinking in educational practices and technology.

As well as the fundamental purpose of being an education and training center for deaf students, NTID is also a service center to prepare its students for successful job placement and community living; it functions as a training and practicum center to assist in developing professional manpower to serve the deaf; and an essential purpose of NTID is to function as a research and demonstration center to improve the education of the deaf in general. It will be the intent of this paper to cover details about the first two purposes mentioned.

To date NTID has served nearly 500 students from 44 states. The students' average hearing level is approximately 100dB; 60% have been males, and 40% females; 99% have been single students and 1% married; 5% have one or both parents who are deaf; approximately 50% of the students enrolled have come directly from residential schools for the deaf, and the other 50% have come from non-residential school settings.

Major educational programs at NTID

The first educational experiences for most deaf students who come to NTID are preparatory in nature. These are accomplished through what are known as Vestibule programs. But as students settle on career interests the kinds of programs which are open to them include certificate, diploma, and associate programs offered by NTID; and associate, baccalaureate, and masters programs to which NTID has access in cooperation with the other colleges of RIT. The clusters of technical education curricula fall into five main categories: technical sciences, visual communication technologies, business technologies, engineering technologies, and social sciences. All specific programs now available to NTID students are listed at the end of this report. As the listing indicates there are some 146 options for the students to choose from, with choices being governed by interests, abilities, and performance.

By way of showing how the deaf students are most currently distributed among the available programs, the data about the last quarter of 1971 will be presented. These data show that 28% of the students were enrolled in Vestibule programs, 44% in certificate, diploma, or associate programs provided by NTID, and 28% in associate or baccalaureate programs offered in other colleges at RIT. All together 146 deaf students were enrolled in the technical education programs of NTID, 30% in engineering technologies, 33% in visual communication technologies, 23% in business technologies, and 14% in technical science. Ninety-five students were taking a career oriented program offered in one of the other colleges of RIT, 26% in the College of Business, 23% in the College of Engineering and the School of Applied Science, 11% in the College of Fine and Applied Arts, 8% in the College of General Studies, 17% in the College of Graphic Arts and Photography, and 15% in the College of Science.

Complementary educational programs

In addition to the many career interest curricula available to deaf students, NTID also traditionally has provided, as a part of the total educational system, evaluation and planning services, academic counseling, personal counseling, speech and hearing services, computer assisted instruction, tutoring services, interpreting services, notetaking services, cocurricular programs, and placement services. It is reasonable to suggest it is due primarily to these special services along with the great flexibility in formal curricula that there has been minimal attrition among the deaf students.

1. Evaluation and Planning

In addition to an average of eight manhours spent on evaluating each applicant for admission to NTID, two important programs of evaluation and planning are extant for those students who are admitted. These are the Special Summer Vestibule Programs and a special system called the Student Programming and Progress Evaluation System.

Most NTID students begin their experience at NTID with special Summer Vestibule Programs. One of the primary objectives of these Programs is to determine, as closely as possible, the special needs and capabilities (from an education and training viewpoint) of each student. The approach to such determinations is two-fold. One is to measure, through the use of standardized and locally-authored instruments, the aptitudes, interests, intelligence, achievement, and communication skills of the student. However, additionally included are regular interactions in instructional situations between students and Vestibule faculty members as a part of Summer Vestibule experience. Such interactions are as varied as a formal class in Mathematical Logic, an informal seminar between a member of the English staff and the students involved in sampling career possibilities in engineering technologies, or independent study in the use of the slide rule. The level of content of these experiences is generally gauged for each student by the results of the evaluative testing that has occurred.

Recommendations for placement of the student in his first bonafide educational experience at NTID, then, is based upon evaluation through testing and extensive interaction between students and a highly trained and skilled professional staff. Such judgments are the result of knowledge of each student's "tested" and "functional" levels of operation and tend to be much more precise than the more traditional perusal of high school transcripts and/or general testing programs.

Another purpose of the Summer Programs is to orient the deaf student to the post-secondary environment in which he must function for the next few months or years. Information is gained on such important variables as motivation and maturity, which are more observable through direct contact than through testing. Such orientation and observation is critical in terms of student planning.

The summer of 1971 was the second summer in which special Summer Vestibule Programs were operational. Eighty-one newly admitted students participated. The program was judged to be generally successful; but it is hoped that in future summers students can be guided through a series of sampling experiences to the point where, at the completion of the program, they will be capable of choosing either a specific major or a general career area.

During the past year the Office of Student Planning and Evaluation assumed full responsibility for overall monitoring of student progress and for reporting of student status data. This process includes, but is not limited to, program changes, withdrawals, current schedules, leaves of absence, transfers, and progress reports. Presently the process is handled manually and needs considerable refinement. However, the process is being so developed that the information flow will be essentially computerized. Dr. Speegle will present student profile data in his paper.

2. Academic Advisement

As in any other area of operation, each deaf student at NTID is assigned to a specific academic adviser. The process of academic advisement at NTID is one which bears considerable scrutiny and, hopefully, like all other processes in the system, it will evolve into something better as each year goes by. In brief, the academic advisers during the past year aided the student to lay out his academic program quarter by quarter, helped him to formulate good attitudes toward study, helped to determine when he was in trouble and advised him about what action should be taken, e.g., seeking a tutor or withdrawing from a course.

3. Personal development.

NTID has a responsibility for developing the personal attributes of deaf students in such a way that they will be more effective workers and will find personal fulfillment during and after their NTID experiences. A three pronged approach consisting of counseling, consultation, and teaching is utilized in an effort to achieve these ends. Dr. Collins will be presenting greater detail to you with respect to these matters.

4. The communications programs.

With the advent of a Director for the NTID Communications Center for the first time in the fall of 1970, the growth and development of activities within that Center have proved to be dramatic during the past year.

The Center provides services in the three major areas of speech pathology, audiology, and interpreting. Its primary purpose is to help each individual student develop and/or strengthen those communication skills necessary for successful job placement and community involvement. Specific efforts are spent on improving speech production, speechreading, and expressive and receptive language skills; enhancing effective utilization of residual hearing; and providing interpreting wherever needed. The three major program tasks are those of evaluation, counseling, and training.

a. Evaluation

With respect to evaluation, great strides were made in 1971 in the refinement of a prototype communications profile which will delineate in graphic form the results obtained in evaluating the following for each student: speech intelligibility, articulation, vocal functioning, voice characteristics, hearing discrimination for speech. speechreading with sound, speechreading without sound, reception of manual communication, expression of manual communication, simultaneous reception of manual and speech communication, simultaneous expression of manual and speech communication, receptive language, and expressive language. With the use of this profile, the communication skills will be evaluated upon entrance to NTID, and reevaluated at least once yearly and periodically as demonstrated by student need.

b. Counseling

A communication counselor program has been initiated. Each student is assigned a communication counselor upon entry to NTID. The counselor examines the student's skills and helps him to design an appropriate program in communication skills development. The program additionally provides for individualized placement in communication techniques courses, continuous evaluation, interdepartmental liaison, summarization of the student's skills when exiting from NTID, and a system for keeping parents informed.

c. Training

Under the general rubric of "communication techniques" the following courses were instituted during the past year as formal, credited curricula within the Center: 1) required of all students: a) Introduction to Communication Skills, and b) Effective Group Communication (Public Speaking); 2) required on the basis of need: a) Individual Speech Therapy, b) Auditory Training, c) Speechreading, d) Technical Communication (Vocabulary), e) Language of Idioms and Slang, f) Interpersonal Communications, and g) Orientation to Hearing Aids; and 3) recommended on the basis of need: a) Basic Language of Signs, b) Intermediate Language of Signs, and c) Oral Interpretation.

The Communication Center has developed a fine reputation in the last twelve months for the undertaking of special projects which related most specifically to improving its program of services. These include the development and evaluation of new equipment and test procedures, and specific research projects.

5. Tutoring services

One important educational support service provided to the deaf students whenever it appears required is tutoring. In past years tutoring has been provided at a very high rate within all curricular endeavors under the traditional mode of supplementing what teaching has been done in the regular classroom. Last year this mode continued to be common for most major programs of study but for some of the teaching programs within NTID, all instruction was undertaken on an individualized basis.

For instance, the trend of most Vestibule and some NTID Technical Education curricula has been toward modularization. This approach involves breaking a typical course into smaller components, i.e. learning modules. For each module, a set of behavioral objectives is defined; study procedures are specified (which could change as deemed appropriate at any time for a particular student); and an appropriate means of pre and post evaluation of an objective nature is developed. A student works through the modules at his own pace with the aid of an instructor/proctor. The use of pre-tests allows students the option of "challenging" a module and/or obtaining information on his status in regard to the material of the module.

The NTID Mathematics Department offered all of its courses in modularized form during 1971. This type of approach facilitated the development of an NTID Mathematics Learning Center (M.L.C.). Students register for mathematics courses, but do not go to specified regularly scheduled classes. Rather, they schedule themselves into the M.L.C. to work through assigned modules at such hours as are open in their schedules. The M.L.C. is open all day long and the student may come on one day at the 10:00 hour, another at the 4:00 hour, or a student and his instructor/proctor may find that the student can and should spend from 9:00 to 12:00 on a particular day. NTID Biology has been offered in a similar fashion (i.e. modularized courses, student-selected scheduling) and a project is well underway to redefine all Vestibule Physics offerings in this manner as well as to develop a "Physics Learning Center" during the last quarter of 1971.

The statement of objectives, the modularization of courses, and the extensive evaluation of student performance, all inherent in this approach to education, permit multi-entry curricula in support of NTID's practice of rolling admissions.

The last item to be discussed in this area is a new approach to language development or English instruction. In response to the critical need of NTID students to develop the necessary vocabulary and receptive/expressive communication skills related to their career interests and major area of technical study, a new approach to English instruction was initiated on a trial basis during the summer of 1971. This approach might be termed "Concentrated Stimulus Approach." It was accomplished in the following manner. English classes were not offered in the regular fashion, rather they were related to the student's major area of technical training interest. The English staff members, therefore, became part of "teaching teams," working cooperatively with NTID Technical Education instructors. The emphasis was on teaching language skills as a part of the technical area, using the technical content and vocabulary as the content and vocabulary for language instruction. While this approach was not objectively evaluated, the opinion of the professional staff members involved was: 1) students appeared to be more responsive to language instruction related to their major interest, 2) English appeared to be more of a "working tool," rather than just "more of the same" type of instruction, and 3) writing by the students appeared to be clearer, more concise, and have more depth than in the more traditional unrelated approach.

It would appear that such an approach to language development might hold promise for promoting individualized progress in language due to the motivation factor. The approach is being conducted on a more controlled basis at this time.

6. Computer assisted instruction

One important mode of instruction which may serve effectively in the place of regular tutoring is computer assisted instruction (CAI). Again with the advent of a new Director of NTID's CAI in August of 1970, the growth and development of activities within that area has been extensive during the past year.

The primary emphasis of the NTID CAI Center is the development, implementation, and evaluation of CAI materials for the deaf. NTID has the only CAI center solely concerned with exploring the utilization of this medium for the deaf. Among the programs that have had their chief development in 1971 are specific lessons in physics, fractions, English grammar, CAI terminal orientation, circuit analysis, human sexuality, civil technology, use of the ruler, biochemistry, chemical ions, prefixes, area, volume, ecology, extinct animals, genetics, and decimals. Discussions were begun also for the development of programs in basic typing skills, mathematical sets, a basic course in algebra, and the reading of electrical meters.

The hope is that with time CAI will prove to be an effective instructional strategy for certain behavioral objectives held in mind for deaf students.

7. Placement services

One of the most challenging charges that NTID has is that of placing students in jobs. The year 1971 represents NTID's most ambitious effort in job placement for students, both for cooperative work experiences and for graduate placement.

a. Cooperative work experiences

A total of 43 cooperative work experiences were provided for deaf students during 1971 as part of their study programs. Among these experiences six were in the area of mechanical engineering, two in mathematics, nine in accounting, seven in office practice and procedures, five in data processing, nine for medical laboratory assistants, two for medical record technicians, one in architectural drafting, and two in general business.

Among these, the areas of mechanical engineering, accounting, medical laboratory assistance, medical records, and general business are areas into which the deaf have not entered historically.

b. Graduate placement

At the end of 1971 a total of 45 deaf students had formally graduated from NTID programs, five with certificates, 22 with diplomas, seven with associate degrees, ten with bachelor's degrees, and one with a master's degree. The student with the master's degree is in the area of fine arts and is now teaching art in the Rome School for the Deaf in Rome, New York.

Among the ten graduating with a bachelor's degree, one is a graduate student at the University of Arizona; one is a self-employed artist; one is a postgraduate printing management trainee with the Office of Printing and Publications of the U.S. Navy; one works as an electrical engineer in the weapons division of the U.S. Navy; another is a chemist with the Environmental Protection Agency in New Jersey; one is an Internal Revenue Services Agent for tax accounting; another is an accounting clerk for a bank; still another is in the Graduate School of Business in Bowling Green, Ohio; a second printing management graduate is a stripper and production estimator for the American Council on Education; and a business administration graduate is teaching business courses at the Maryland School for the Deaf.

Graduates with associate degrees now serve in the job world as a display designer, comptometer operator, photographer, bookkeeper, forms typist, clerk typist, and architectural draftsman.

Those graduates who gained diplomas while at NTID include thirteen who studied office practice and procedures, five who specialize in mechanical drafting, two in machine tool operation, one in architectural drafting, and one in printing technology. Among the office practice and procedures graduates, two chose to marry rather than go into jobs, one was hired as a technical typist by Stromberg-Carlson, two are MT/ST operators, three are accounts payable clerks, one is a record presser, one is a clerk typist, and placement efforts are now in process for the other three. Other occupations which graduates with diplomas hold currently include those of draftsman for an engineering concern, currency sorter for a bank, tool and die apprentice, multilith operator, grinding machine operator, and Webb press trainee in a publishing company.

Among the graduates from certificate programs, one now works as a mechanic, one as a key punch operator, one as an office clerk, another as a computer operator, and a last has entered a program of study at the University of Montana.

c. Other efforts regarding placement

Over the past several months efforts have been expended in the development of a multi-media program to support job placement. Entitled "Why Put a Deaf Person on Your Payroll?" this program has as its objectives a) to develop an awareness of deafness, b) to promote knowledge concerning employment of the deaf, c) to provide knowledge about post-secondary preparations of the deaf through provision of information about NTID - its mission and goals, and d) to promote a willingness to hire graduates of NTID through presentation of programs available at NTID and the systematic process by which they are developed.

Placement personnel have been developing a central employer data system in cooperation with personnel from NTID's CAI department and RIT's Office of Computer Services. The primary purpose of the system is to provide placement personnel with up-to-date information regarding employment sources.

A program in pre-employment was developed for deaf students during the summer of 1971. The primary purposes of this program are a) to assist students in selection of a realistic career choice; b) to identify student responsibilities in the job process; c) to develop skills in pre-employment techniques; i.e. resume preparation, letters of application and interview skills; d) to develop an understanding of what to expect during the first few weeks of work; and e) to develop an awareness on the part of the deaf student of certain variables associated with long-range job success.

The programs of NTID are proceeding well for an emerging complex educational institution. There is reason of optimism in student success as long as both the students and the professional personnel maintain the esprit and energy levels exerted to date. The specific technical programs are listed below:

BUSINESS TECHNOLOGIES

Majors	Certificates Awarded
Data Processing	Certificate, Diploma, AAS
Office Practice & Procedures	Certificate, Diploma, AAS
Industrial Supervision	Diploma
Materials Handling and Packaging	Diploma
Office Supervision	Diploma
Secretarial Science	Diploma
Salesmanship	Diploma
Accounting Technologies	Diploma, AAS
Accounting	Diploma, AAS, BS
Transportation and Traffic Management	Diploma, BS
Health Institutions Management	AAS
Money and Finance	AAS
Finance	AAS, BS
Marketing	AAS, BS
Management	AAS, BS
Food Management	AAS, BS
Hospital Dietetics	AAS, BS
Retail Management	AAS, BS
Business Administration	BS
Production Management	BS
Personnel Management	BS
Industrial Marketing	BS
Business Administration	MBA
Accountancy	MBA

SOCIAL SCIENCES

Majors	Certificates Awarded
Social Work	BS
Criminal Justice	BS

ENGINEERING TECHNOLOGIES

Majors	Certificates Awarded
Architectural Drafting	Diploma
Architectural Drawing	Diploma
Bar and Chucking Machine	Diploma
Electronics	Diploma
Instrument Making and Experimental Work	Diploma
Machine Design	Diploma
Machine Shop	Diploma
Machine Tool Operation	Diploma
Mechanical Drafting	Diploma
Tool Design	Diploma
Tool Engineering	Diploma
Building Construction	Diploma, AAS
Applied Science - Electromechanical Option	AAS
Applied Science - Electrical Option	AAS, BS
Applied Science - Mechanical Option	AAS, BS
Architectural Technology	AAS
Civil Technology	AAS
Electromechanical Technology	AAS
Engineering Technology	BT
Applied Science - Mechanical-Industrial Option	BS
Electrical Engineering	BS, MS
Industrial Engineering	BS
Mechanical Engineering	BS, MS
Computer Systems	BT
Civil Technology	BT

TECHNICAL SCIENCE TECHNOLOGIES

Majors	Certificates Awarded
Histologic Technician	Certificate
Physician's Office Technician	Certificate
Hematology Assistant Technician	Diploma
Microbiology Assistant Technician	Diploma
Clinical Chemistry Technician	Diploma
Medical Records Technician	AAS
Medical Laboratory Technician	AAS
Chemical Technology	AAS
Medical Technology	AAS, BS
Biology	AAS, BS
Chemistry	AAS, BS, MS
Mathematics	AAS, BS
Physics	AAS, BS
Applied and Mathematical Statistics	MS

VISUAL COMMUNICATION TECHNOLOGIES

Majors	Certificates Awarded
Applied Photography	Certificate
Advertising	Diploma
Design	Diploma
Applied Art	Diploma
Crafts	Diploma
Fashion Design	Diploma
Fine Arts	Diploma
Illustration	Diploma
Interior Design	Diploma
Offset Lithography	Diploma
Photography	Diploma
Printing	Diploma
Composition	Diploma
Machine Processing for Photofinishing	Diploma
Custom Color Photography	Diploma
Photographic Quality Control	AAS
Professional Illustrative Photography	AAS
Biomedical Photography	AAS
Design-Journalism Composition	AAS, BS
Photography-Plate-Press	AAS, BS
Printing Management	AAS, BS
Photographic Science & Instrumentation	AAS, BS
Photographic Illustration	AAS, BFA
Professional Photography	AAS, BS
Photographic Management	AAS, BS
Photographic Processing & Finishing	AAS, BS
Communication Design	AAS, BFA
Industrial Design	AAS, BFA
Ceramics	AAS, BFA
Metalcrafts & Jewelry	AAS, BFA
Weaving & Textile Design	AAS, BFA
Woodworking & Furniture Design	AAS, BFA
Graphic Arts - Design Option	BS
Graphic Arts - Printing Option	BS
Graphic Arts - Photography Option	BS
Printing Education	MS
Printing Technology	MS
Fine Arts	MFA
Art Education	MST
Photography - Still Photography	MFA
Photography - Film Making	MFA
Photography - Photographic Museum Practice	MFA

PREPARATION FOR CAREERS

Jack R. Clarcq, Ph.D.
Assistant Dean for Technical Education
National Technical Institute for the Deaf
Rochester, New York

The major objective of the National Technical Institute for the Deaf is to provide qualified deaf students with technical education in science, business, engineering, and applied arts which will lead to well paying and satisfying jobs. In preparation for careers deaf students must develop technical, personal and social skills.

History indicates that employment of deaf people will not happen by chance. In general, deaf people have not achieved employment circumstances commensurate with their interests, motivations, skills, and achievements. Employment of the deaf generally is characterized by unemployment, underemployment, and job frustration; deaf people have been caught in what can be labeled a "job trap." It is proposed that to reverse this history curricula directed to meet the unique needs of the clientele served must be systematically developed.

Too often in curriculum development, primary attention is directed to identification and assessment of mechanics or means rather than on identification and assessment of the distinctive needs of the student population which the educational system is intended to serve and the requirements of the larger society deaf people will work and spend their leisure time in. With this in mind, it is suggested that what is necessary in curriculum development is to separate ends and means and to approach curriculum development by directing one's attention to these elements in that order; first to define the anticipated outcomes (i.e., the needed product) and then to determine the best of many options which will produce such a product in the most effective and efficient fashion. The Curriculum Process Model represents the mechanism NTID uses to systematically develop curricula that prepare deaf students for satisfying careers. This model focuses attention on the distinctive needs of the student population and the requirements of the larger society deaf people will find themselves living and working in after completing a career oriented program of study.

The Curriculum Process Model has seven major phases: Creation, Justification, Design, Development, Evaluation Design, Implementation, and Maintenance. A general analysis of each stage reveals that the model deals first with ends or expected outcomes and secondarily with means.

In the Creation phase curriculum planners identify a major technical oriented occupational area that appears to require a current and future need for skilled workers. This input comes from a variety of sources including government publications, contact with potential employers and curriculum advisory committees.

In the Justification phase curriculum planners select representative job titles in the occupational area identified in the Creation phase and validate their representativeness through contact with representatives from business, industry, and other sources of employment. The communication requirements of the jobs are also analyzed in this phase in terms of the kind of communication required on the job, the setting in which communication occurs, and the language level of the communication required. Potential student enrollment is identified in the Justification phase and includes an analysis of student interest in the proposed program, the history of NTID and equally important an analysis of related programs in secondary programs serving the deaf. Articulation with secondary programs is important in terms of informing high school students of post-secondary educational opportunities.

The Design phase of the curriculum development process deals primarily with identifying the major technical skills for each representative job described in the Justification phase. Curriculum planners answer the question - what tasks does the worker perform on the job? Additionally, job related personal and social skills are identified. Once identified the major technical skills are ordered in terms of complexity; a sequence from simple to complex is developed. Exit points, based upon skill clusters, are also identified. Because of the wide spectrum which characterizes the student population, curriculum planners must develop curricula that offer multiple exit points; with each exit point providing the student with entry level job skills.

Once the major technical skills for the representative jobs have been identified and sequenced, planners move into the Development phase of the process. For each major technical skill specific subskills are identified and one or more student centered behavioral objectives are written for each subskill. Prerequisites for entry into the career oriented program are detailed in this phase; i.e. mathematics, science, and English. This information will be shared with secondary schools and other programs for the deaf to provide direction for their curriculum planners. Also identified in this stage are instructional strategies to use in implementing of objectives.

During the Evaluation Design phase program evaluation schema are designed relative to evaluation of both student and program performance. Measures are designed to determine how well students meet program objectives, i.e., mastery of the major technical skills and subskills required for job entry. A scheme for measuring program performance is also developed in this phase. This relates to evaluation of instructional strategies, i.e., what strategies work best for what students, under what conditions? It is also during this phase that a design is constructed for evaluating the student's ability to gain entry into a job and once employed measure his technical, personal and social accommodation to the work environment. This sets the base for the all important feedback loop. For it will be the success of program graduates that will validate program planning efforts.

It is during the Creation, Justification, Design, Development and Evaluation Design phases of the curriculum process that planners concentrate on identification of program ends. Only after this rigor does the curriculum move into what can be labeled the means stage.

The sixth phase of the curriculum process is Implementation. It is during this stage that resources are obtained, deaf students admitted, and the program offered. Evaluation data is collected and analyzed in this phase. These data provide a feedback loop so that appropriate changes can be made in the design and development phases.

The clientele that NTID serves will change. So too will national demands and opportunities. Curricula and courses of study offered must be kept in harmony with the current trends and needs of industry, the professions, and other possible sources of employment. The Maintenance phase of the NTID curriculum process is organized to keep programs current. A maintenance schedule is built into each career oriented course of study and involves a periodic analysis of each phase in the Curriculum Process Model.

NTID utilizes a systematic approach in preparing deaf students for careers. It is felt that such an approach must be used in developing curricula in order to reverse the history as it relates to employment of the deaf. Anything less will leave success in terms of job entry and mobility to chance. This we cannot afford.

DEVELOPMENTAL EDUCATION AT THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

James L. Collins, Ph.D.
National Technical Institute for the Deaf
Rochester, New York

The existence of a Division of Developmental Education within the National Technical Institute for the Deaf is evidence of a commitment to the development of social competence as well as technical competence. It is also evidence of a commitment to the concept that useful learning can, should and must take place not only in the classroom but in a wide variety of environments. This presentation will be a brief description of some of the needs we have been able to ascertain in our students after three and one-half years of operation and also a short description of some of the steps we have taken to meet these needs.

The four broad goals of the Division of Developmental Education are:

1. to assist students toward a greater self-understanding
2. to assist students toward a greater understanding of people, events and institutions in the environment
3. to provide socialization experiences
4. to assist the development of social and personal competencies in students.

In order to meet these overall goals the Division is organized into three departments which are separate but which work very closely together and with other components of NTID. These three departments are:

Personal Development
Social and Cultural Development
Experimental Educational Theater

A brief description of each of these departments will help to demonstrate how the needs of the students are met.

The Department of Personal Development is the Counseling component of NTID. Extensive efforts are made to maintain the counseling operation as an integral part of the students' educational experience. The approach is pragmatic and focuses on the development of technical and social competence. Each student is assigned to a particular Counselor in an effort to increase contact and to increase appropriate utilization of services by the student. The Counselors also maintain ongoing communication with the academic staff in an effort to provide effective, realistic, and current services to students.

The Department of Social and Cultural Development has as its primary function the provision of experiences which will prepare student for fulfilling an effective living in a twentieth-century, technological culture. These experiences include classroom work in the behavioral sciences, self-governance experiences in the dormitories and in organizations, volunteer work in the community, and projects carried out by various student organizations. This department serves a liaison function with the many groups on campus and in the community, and is instrumental in arranging a significant number of integrated experiences between deaf and hearing persons.

The Department of Experimental Educationl Theater is fledgling organization at NTID. Established only a few months ago, the function of this department is to develop a set of experiences for deaf students which will serve as a mode of instruction, expression, and behavior change. It is not intended that this department shall become the typical drama or theater department where gifted and/or talented students only can benefit from a theatrical experience. It is envisioned that a wide cross section of students will be able to utilize this department to develop (1) an understanding of human behavior, (2) an appreciation of significant literary and dramatic endeavors, and (3) a heightened expressive ability in both formal and nonformal language systems.

It might be helpful at this point to restate the four broad objectives of the Division and give some examples of how the activities of the various departments are designed to help meet these objectives.

1. To assist students toward a greater self-understanding.

The Counseling staff takes each new student through a process of test interpretation and intense personal counseling which is designed to make the student vitally aware of himself as an individual. This self-awareness concept is utilized heavily in assisting the student select an appropriate career area and a major area of study. The Counseling staff also utilizes and reinforces this self-awareness theme in continuing counseling during the student's tenture at NTID.

The Department of Social and Cultural Development influences self-understanding through the classroom experiences provided to students, through the self-governance experiences established for students, and through a Community Services program which has been established. This program enables deaf students to participate in a variety of volunteer activities in the community. Through these experiences, the students are able to provide services to other persons badly in need of assistance. The value of this experience to many of the NTID students cannot be overestimated.

Through a process of dramatically acting out the content of literary works and plays our students are able to identify with and understand the emotions, motives, successes, and failures of others. The Department of Experimental Educational Theater will hopefully be able to enhance the self-understanding of our students in ways which have traditionally not been available. The use of techniques which these students have not typically associated with classroom study should tap motivation and interest which has not been possible in the past.

2. To assist students toward a greater understanding of people, events and institutions in the environment. Anyone who has taught deaf children understands the importance of this objective and also realizes the difficulty in getting the deaf student to answer (and ask) the WHY and HOW questions on the Fitzgerald Key. This objective deals with just this issue.

The Department of Social and Cultural Development directs a great deal of energy toward developing competency in this area for deaf students. This staff interfaces directly with the dormitory staff of the Rochester Institute of Technology, where a great deal of daily contact occurs between hearing and deaf persons. It is also in this less structured environment that any student is left more to his own resources to make experiences positive, learning ones - or a time-killing affair. Self-governance programs and cultural enrichment activities are examples of the efforts of this department.

The Counseling staff is involved heavily in assisting students to understand cause and effect relationships in academic, personal, social, family, and occupational matters. Personal counseling, group counseling, and teaching formal classes in the behavioral sciences are utilized by the Counseling staff to accomplish this objective.

The role of Experimental Educational Theater is expected to be significant in achieving this goal when the department becomes fully operational. Formal presentations, role-playing, videotape presentations, and other techniques should prove highly effective in leading students to a greater understanding of the complex environment in which we must all operate.

3. To provide socialization experiences.

A basic tenet of the Division, and this author, is that most young persons who are deaf have not passed through a normal socialization process - however, one cares to define normal socialization. Because the socialization of a child is so heavily dependent on the auditory channel, it is only natural that socialization would lag as much or more than academic achievement in deaf students. Time does not permit a full discussion of the socialization process at this meeting.

For our purposes today it is operationally defined as the process which turns us from a squalling newborn into an adult who understands, accepts, and operates with the myriad of overt and covert values of a given society.

The Department of Social and Cultural Development is deeply involved in providing compensatory socialization to NTID students. One effort in this direction is to involve deaf students, according to their desire and ability, in the wide array of social, cultural, recreational, and athletic events which occur on campus. A more specific endeavor is the establishment of special living environments in the dormitory to provide systematic exposure to and explanation of many of these overt and covert values mentioned above.

The Counseling staff is involved less directly in provision of socialization experiences. However, they also contribute through their teaching efforts and the ongoing counseling which occurs. The Department of Experimental Educational Theater is expected to be a significant influence in this area for the same reasons it is expected to be influential in meeting the previously discussed objectives.

4. To assist the development of social and personal competencies in students.

This objective is quite general and is intended to highlight a commitment to the value the Division places on the affective aspects of a person's life. Research and empirical evidence both demonstrate the plight of the vocationally qualified person who is unqualified for the affective aspects of life. Many persons with normal hearing fit this description - I do not wish to suggest that the condition is dependent on deafness.

The efforts of all members of the Division are focused on developing this social and personal competence of our students in order that their lives will be richer and fuller. The economic and self-esteem gains which result from their technical competence will hopefully be enhanced and made more meaningful by the personal and social contributions they will be able to make to society, their families, and other persons who are deaf.

VERBOTONAL INSTRUCTION FOR YOUNG DEAF CHILDREN: QUESTIONS AND REPLIES

William N. Craig, Ph.D. and Helen B. Craig, Ph.D.

Western Pennsylvania School for the Deaf

For the past year and a half, the Western Pennsylvania School for the Deaf has been involved in a research and demonstration project to determine the effectiveness of the Verbotonal approach in Preschool instruction. During the course of this project, several questions repeatedly have been asked, and it was felt that the most logical tack today would be to enumerate these queries and to briefly provide as many replies as possible. The most frequent questions are:

1. Where did "Verbotonal" instruction originate, and who is working on it?

In about 1952, Professor Petar Guberina, University of Zagreb, Yugoslavia began developing a method to improve foreign language teaching through emphasis on the spoken rhythm of the language to be learned. He later applied his theory and methods, rather extensively, to teaching deaf children and adults -- still with emphasis on the rhythm of spoken language and on speech perception and production as an interacting loop system.

In addition to and in consultation with Guberina, those presently using this approach include: John Black and his associates -- Columbus, Ohio (since (1963); Carl Asp -- Knoxville, Tennessee (since 1967); Toronto Metropolitan School District -- Toronto, Canada (since 1968); W.P.S D. -- Pittsburgh, Pa. (since January 1971); and other schools and classes, including some in France, the Netherlands, and Brazil.

2. What are the essential components of Verbotonal instruction?

Basically the Verbotonal approach is characterized by:

a. emphasis on low frequency response (below 500 Hz) and on vibratory clues in perception of spoken language patterns;

b. matching of amplification to the deaf person's "optimum field of hearing";

c. use of body movements to assist both in production and perception of speech;

d. emphasis on acoustic memory for language patterns (aided by body movements and by the articulatory movements from the production of speech);

e. providing speech and language work in active "play"-type situations, so that much longer periods of concentrated work on spoken language are possible; and

f. emphasis on language in meaningful context or "situations".

3. How do the Verbotonal equipment and the Verbotonal method differ most noticeably from conventional equipment and approaches?

Conventional auditory equipment has been based on the theory that lower frequencies (below 300 Hz) mask the higher frequencies, and thus should be excluded for best understanding of speech. Therefore, conventional auditory trainers are customarily built to amplify in the frequency range from about 300 to 3500 Hz. Guberina's theory, on the other hand, is that the low frequencies of spoken language do not mask, but rather -- through "transfer" or perceptual closure -- actually help the deaf person perceive the higher speech frequencies. That is, given the auditory clues from those parts of spoken language which fall below 500 Hz (the rhythmic patterns and the sound fundamentals), the cortex can learn to fill in the missing higher frequencies and thus perceive, to some extent, what has been said. The emphasis is on these lower frequencies because: (1) profoundly deaf children have almost all of their residual hearing below 500 Hz; and (2) the intonation patterns and rhythms of speech are carried in the frequencies below 600 Hz. Therefore, the Verbotonal auditory equipment amplifies in the more extended ranges; the Suvag I (group auditory trainer) purportedly from .5 to 16,000 Hz; the Suvag II (individual auditory trainer) from 20 to 20,000 Hz; and the Mini Suvag (individual wearable aid) from 20 to 4,000 Hz. (Recent substantiating data are available (Asp, 1971) to verify that the Suvag equipment does, in fact, amplify from at least 20 to 20,000 Hz.)

In line with its emphasis on the lower frequencies, the Verbotonal equipment also uses vibrators, or bone oscillators, to provide additional vibratory cues in the perception of language rhythms and to call attention to sound patterns. The Suvag II equipment also differs in that it is geared to match precisely a person's optimum field of hearing, to amplify what he hears best and to attenuate (through non-amplification) areas of most probable distortion.

The Verbotonal method differs most from other approaches in that body movements play a more central role and are more systematically used. Lipreading is taught only incidentally, and tactile sensations are not used to help perceive or produce isolated phonemes. Emphasis, rather, is on the whole body and the whole utterance. From the point of view of the child, perhaps the most critical difference is that speech work is not confining but is active, fun to do.

If you walked into a preschool Verbotonal groupwork class you would probably find them on the floor actively engaged in: (1) body movements (directly correlated to the articulatory movements they make simultaneously); (2) musical stimulation or rhythmic language with definite content); or (3) speech and language work through play activities (with puppets, masks, and objects). From the group, children are taken for: (4) individual work, which reinforces the spoken language in additional natural situations and provides specific practice in acoustic memory (for the learned language patterns).

4. Where is the equipment purchased, and what is the cost of such a program?

We purchased SUVAG (Systems Universal Verbotonal Auditory Guberina) equipment from Marseille, France, from Service Europeen de Diffusion des Inventions which is the company originally producing the equipment according to Guberina's specifications. The equipment itself could be matched by American manufacturers if they chose; however, it is the concept of the advisability of very low frequency amplification that has prevented production of similar equipment in the United States.

The cost, once the program is underway is probably no more than any other program maximally utilizing auditory trainers. In 1971, the Suvag I group auditory trainer (including microphones) cost approximately $1,500.00; the Suvag II (including microphones, headphones and vibrators) cost approximately $2,600.00; and the Mini Suvag (individual wearable aid) cost approximately $450.00.

5. How are Verbotonal teachers trained, and how do they reach to the approach?

At W.P.S.D., the Verbotonal teachers were first trained (for 5 months) by a team from Yugoslavia, sent by Guberina and headed by Mrs. Branka Gabric. We now have qualified Verbotonal teachers at W.P.S.D who can continue training additional teachers, with consultation from Guberina and his team. The training consists of: daily observation of both group and individual work; theoretical training in the Verbotonal approach, the body movements and the use of Suvag equipment; and Video-taping sessions to provide both documentation and feedback.

Basically the teachers have been happy with effects on the children's speech production, their enjoyment of the activities, and the amount of time the children are willing to work. There was some initial hesitation by the teachers, but their primary annoyance was with the data collecting and Video-taping necessary for the evaluation.

6. What measures are being used to evaluate the Western Pennsylvania project, and who is involved in the evaluation?

In the original study, there were measures of:

a. Speech Production:

A Preschool Speech Production Test was developed and used to measure intelligibility of syllables and words. It included both a Vocalization Section (19 phoneme and syllable combinations) and a Word List (25 words from Craig Lipreading Test), evaluated according to a 6 point intelligibility scale (0-5), by 3 independent judges. This test was given pre, interim and post treatment.

A Preschool Connected Speech Inventory was also developed and administered to evaluate production of spoken language in phrases and short conversational sentences. For this 12 item test, the criteria were: (a) intelligibility of the phrase or sentence as a whole and (b) intonation patterns (change in pitch and stress), both on 6 point scales and evaluated by 3 independent judges.

b. Speech Reading (Craig Lipreading Test: Word Recognition -- 33 item);

c. Social Competence (California Social Competency Scale);

d. Intelligence (Leiter International Performance Scale);

e. Hearing Loss (Conventional pure-tone audiograms).

A teacher reaction form was also administered, and Video Tape was used for program identification and documentation.

In the on-going study all of the above are being used, plus measures of:

a. Auditory discrimination (gross rhythms; spoken words and phrases);

b. Reading readiness skill (Lee-Clark Test);

c. Beginning reading skills (Preschool Reading Test based on vocabulary common to Verbotonal and control groups);

d. Communicative interactions in individual and group activities (Interaction Analysis).

The evaluation team included personnel from the Pennsylvania Department of Education: Bureau of Special Education and Bureau of Educational Research, and from W.P.S.D.

7. What have been the results to date with the children in the W.P.S.D. preschool?

So far, complete results have been compiled for the initial time period, from January, 1971 through May, 1971. For that part of the study, on the Preschool Speech Production Test, an Analysis of Variance of the gain scores (pre to post-test) showed that the Verbotonal group gained significantly more (beyond the .05 level) in intelligibility than did the Conventional group. A 2 by 2 Analysis of Variance was used to compare speech production scores of the 2 treatment groups at 2 levels (high and low scorers) for the variables of social competency, lipreading, and intelligence. It was found that, especially for those children who were high scorers in social competency, and, again for those who were high scorers on the lipreading test, the gains on speech production scores by the

Verbotonal group were approximately double the gains made by the non-Verbotonal group.

On the Connected Speech Inventory, given at post-test only, the Verbotonal group scored significantly higher (beyond .05 level) both on intelligibility (of the phrase as a whole) and on intonation. Subjective judgment, both from staff members and from visiting teachers and parents, tends to confirm the improvement in intonation patterning and in natural sounding spoken language for the Verbotonal group.

8. Will the project be extended beyond the preschool, and what will be the intent of the expanded project?

Next year, there will be three Verbotonal projects initiated at W.P.S.D. in addition to the preschool project which will continue for the entire preschool population.

As the original experimental and control groups (who will have had or have been the control for Verbotonal training for the past one and one-half years) will be enrolled in Primary I next year, the experiment will continue at this level. The Verbotonal group will be given Suvag I group amplification, modified group work with the Verbotonal body movements, regular classroom work, and individual Verbotonal tutoring. The Conventional group will use the conventional (Warren) auditory trainers, regular classroom work, and individual non-Verbotonal speech tutoring -- for the same periods of time as the Verbotonal group. Measures of read and written language will be included in the evaluation protocol.

In the Middle School (for children 8 - 13), a new study will examine two related objectives: (a) to determine if special speech tutoring (either Verbotonal or non-Verbotonal) is significantly more effective (on production and perception of spoken language) than the present practice of incorporating speech work in regular class periods; and (b) to see if Verbotonal speech tutoring is more effective than speech tutoring via a well-established non-Verbotonal alternative at this level. The children in the Demonstration or Individual Tutoring groups, both Verbotonal and non-Verbotonal, will receive tutoring according to the selected method for one-half hour per day, 4 days a week, with a child to tutor ratio of 2 to 1. The Control group will be exposed to aural stimulation and given the opportunity for oral expression throughout the day in the same (open classroom) setting as the Demonstration groups, but will receive no individual speech tutoring.

In the Upper School, all students in the 8th and 9th grades will be randomly assigned to either Verbotonal or non-Verbotonal speech classes, to meet 4 hours per week with part group and part individual work.

In summary, then, the Verbotonal approach is being systematically applied and evaluated in four separate experiments at the Western Pennsylvania School for the Deaf. As noted, the initial preschool results have been very encouraging. Only further experimentation however, will fully determine the overall effectiveness of the Verbotonal system.

Research Prospectives at NTID

Robert Frisina, Ph.D.
National Technical Institute for the Deaf
Rochester Institute of Technology

NTID has been called upon to provide technical education and training that will prepare its graduates for successful employment. That in and of itself can be classified as a research challenge. A challenge which is heightened further if one ponders the significance of the words "successful employment."

On the one hand, successful employment in an industrial society, of the type in which we live, could mean getting a job, it could mean getting a job and keeping it, it could mean good prospects for upward mobility in one's job status, it could mean preventing obsolescence in one's job, it could mean getting jobs that are not dead-ended, it could mean having a high level of personal and social competence, so as to maintain and improve one's employment future. And I am certain each of you can add to this list.

On the other hand, determining the significance of the various attributes associated with technical competence are research questions that in the main have gone unanswered. Examples of such questions are what necessary relationship exists between high level technical competence and language sophistication? What roles do various communication skills play in securing employment, enhancing horizontal mobility, and assuring upward mobility on the job? What personal attributes contribute to job attainment and job satisfaction? What are the social attributes associated with different job environments? What curriculum development processes are likely to achieve appropriate courses of study? By what means can deaf youngsters decide upon appropriate careers? What management model is likely to obtain the ends sought? How can the walls of ignorance and misconceptions about prospective deaf employees be removed? What relationships exist between one's self esteem and successful employment in a technological society? All these and many more are research questions of concern to NTID.

During the course of the present conference you will be hearing from NTID colleagues of mine about matters pertaining to admissions, program selection, curriculum development and evaluation, technical education, advanced studies, placement, developmental education, post-secondary education, and research efforts germane to these areas. In addition to this NTID's Annual Report, which contains details of our research and development efforts, will be made available to you. It is not my purpose to be repetitive nor to present details of studies thus far completed at NTID. But rather, . it is my intention to share some thoughts which from a research perspective impact directly on NTID as it goes about its business on a day-to-day basis.

A great deal has been learned about the opportunities and the hazards of living in an industrialized society. It is incumbent on all of us to evaluate and to take into account the significance of these insights in our short- and long-term planning efforts. This is particularly necessary in a special institution, such as an emerging NTID because of its special relationship with the technical sector of the industrial society in which we live.

In his "The World We Have Lost," Laslett reminds us that, "Time was, and it was all time up to two hundred years ago, when the whole of life went forward in the family, in a circle of loved, familiar faces, known and fondled objects, all to human size. That time has gone forever. It makes us very different from our ancestors."[1] And in this context, the seeds for Apollo 16 were sown some two hundred years ago when the scientific method was applied to the development of production techniques. For it was the industrial revolution spawned in England and exported to American that gave rise to new man-machine relations that now characterize this nation. What makes us very different from our ancestors is that in large measure the social structure of our society has been developed by the way in which it has produced its goods and services. The mechanized industrial society of ours has involved a work ethic, pluralism in beliefs, diversity in its institutions and bigness in its bureaucratic structures. Of great import to the present situation in which we find ourselves is the observed rate of social change that has accompanied rapid technologic changes. This is particularly important because of the secondary effects of the remarkable economic growth that has characterized a nation of working people.

As surprising as it may seem, however, many people in the work force are not experiencing what one might call satisfaction. To the contrary, many are to some extent alienated because of the complex formal organizations in which they find themselves. Alienation from work has been found to encourage reliance upon controls external to oneself and thereby leading to apathy, indifference, and non-purposive life styles. This brief reference to these concepts illustrates some of the subtleties appreciated in planning for a technical institute which surely is destined to have a marked influence on generations of deaf persons to come.

You and I know that even if the rate of technical advances were to level off in this country, the efforts required to provide deaf persons with useful and meaningful technical educational opportunities would remain a real challenge. Yet evidence to the contrary is upon us in the form of automation, which in spite of the fact that it has not been as fully incorporated into American industries as was predicted when computers first became available on the commercial market, has moved the American production process toward a stage termed the post-industrial period in America. In other words, we are entering a new era in man-machine relationships. This development contains far-reaching implications for industrialism as a social system, for the work-related values hitherto used in the allocation of social status, for the nature and purposes of our educational systems, and for a time of struggle in the appropriate use of our natural resources and for use of leisure time.

What this means for NTID and technical education is that both must develop with one foot firmly planted in the technology supporting the mechanized industrial system, and with one foot poised for the post-industrial period which will place greater emphasis and hence, greater social value on professional, semi-professional and technically trained people. As the whole of the work force moves in this direction the pressures exerted upon the poorly educated, for whatever reasons, will be debilitating. The major work force of the post-industrial period in the United States will find a clustering toward the service professions and toward highly skilled technical positions in the manufacturing sector of the economy.

The significance of this should be clear to all of us in the education of the deaf and particularly to NTID, and it is that "....the whole structure of modern society is geared to innovations, those who initiate or adapt to change are rewarded, those who do not or cannot are penalized."[2]

Adjustments to technical education programs can be accomplished by researching the placement operation and having this function serve as a feedback mechanism to the curriculum modification effort. Less certain than the purely academic requirements are the steps to be taken in the spheres of personal and social development so as to remain current. It is well known however, that to achieve shared goals it is necessary that the manner in which an individual evaluates himself and his role corresponds to the way in which he is evaluated by others. "A person is motivated to act in socially prescribed ways, at least in part, because in so doing he acquires social status which confirms a favorable image of himself. Effective internal controls, then, are dependent upon; 1) a clearly defined and consensually held set of norms defining appropriate behavior, 2) individuals who have learned their social roles and who have acquired the skill needed to perform them, and 3) individuals who are commited to, rather than alienated from, the social unit within which the norms are shared."[3]

A complicating factor is the industrialized society itself in that, 1) "....the relatively low level of social structuring characteristics of these societies means that norms are not clearly defined, and 2) a high level of structual differentiation reduces the likelihood of consensus regarding definitions of appropriate behavior."[4]

Now into this fluid circumstance superimpose a target population of profoundly deaf students with an average hearing level of approximately 100db, 97% of whom are prelingually deaf; whose average age at entrance is 20 years; whose educational functioning is around eighth grade in general achievement, and who function below this level in reading and other verbally loaded tasks; a group which possesses a broad range of communication skills; youngsters who are somewhat naive about the world of work; and a group characterized by a limited ability to settle upon a career objective primarily because of limited knowledge and experience in work-related environments; and a group with limited knowledge of the opportunities found in educational institutes of technology.

Couple these factors with the requirement of successful employment in a modern society, and at the same time be called upon to perform the task within a one to four year span, with an average of two years or so. Existing post-secondary educational systems and known results with less educationally handicapped groups were not very encouraging models on their face. The low retention rate historically experienced in two and four-year institutions for non-deaf students would be unacceptable for deaf students who have had such limited opportunities for further educational training beyond the high school years. An educational model necessary to make the vast majority of NTID students successful in their preparation for employment was not in existence. A systems analysis of students' needs aided substantially in planning the NTID program. Fundamentally, NTID's educational system represents an application of the scientific method to the development of educated technologically-oriented graduates.

To date, nearly five hundred students have been served. A most sensitive short-term indicator of the efficacy of an emerging educational program at the college level is the attrition rate of its students; the long-term measure of the usefulness of such programs lies in the eventual personal, occupational, and social outcomes of its graduates. The NTID system, with a broad range of abilities in its enrollees, has produced a very low rate of attrition; 7 1/2% of all students who have entered NTID since September of 1968. In order to develop technical competence and high levels of personal and social competence in its graduates, it is necessary to develop programs and experiences that keep students long enough for them to be able to choose a career objective, become motivated to work and to succeed, and to develop those personal and social attributes that will increase the probability for successful employment.

The research stance of NTID is manifested in all its departments wherein each has a built-in planning and evaluation component; the object being that rational change in methods and practices will occur on a continuous basis and in accordance with measured student outcomes. From a management perspective, this requires that the mission of the institution be made explicit and agreed upon by prospective staff and faculty members; these requirements are precursors to commitment and internalization of the institute's mission on the part of its professionals.

The mission of an institution determines in large measure the means by which its needed resources should be managed. Thus, what might be appropriate for NTID might not be appropriate for another program which has dissimilar clientele or objectives. In the case of NTID, its organizational status at any point in time, is designed to be sensitive to the nature of the target population to be served, to the fluid characteristics of employment markets, to the resources made available to accomplish the task, and to the ability of the educational system to modify itself so as to keep the curricula in harmony with the realities of the economic sector in our society.

In closing, let me suggest that NTID is an important historical development in the education of deaf persons. Quite aside from the personalities involved in it at any point in time it can and should become a beacon for deaf persons caught up in the changing seas of employment and caught up in the turbulence of daily living in the transitional years. In particular an educational institution such as NTID with its close ties to the business and industrial communities must possess vitality and built-in mechanisms for rational change and adaptability. For it is becoming increasingly clear that the most "....revolutionary consequences (of automation) in the long run is the shift toward a labor force composed primarily of professional, technical and social workers. Although unskilled or semiskilled manual and clerical jobs may never entirely disappear, the technologic capability to eliminate such jobs already exists and the eventual use of this capability seems inevitable. Also, the demand for teachers, engineers, scientists, doctors, nurses, medical and dental technicians, engineering technicians, skilled machine maintenance workers, computer programmers, and many other similar occupations will continue to grow at an accelerating rate in the foreseeable future. Other occupations not now considered professions - business management - for example - are rapidly becoming professionalized in the sense that they increasingly require extensive formal training. Although it may be many years before these patterns of change in occupational distribution have run their course it is no longer difficult to imagine a society in which most of the employees of large organizations will be professionals, technicians, or skilled tradesmen and in which most of the rest of the labor force will be engaged in some form of independent service activity.

Finally, some hint of the extent to which such a society would differ from our own can be seen in the results of studies comparing communities with different occupational compositions. In contemporary communities having a high proportion of professionals in their labor force, there are higher rates of citizen participation in community affairs; a greater demand for medical, dental, legal, and other professional services; class, status, and power arrangements based more on education and less on manipulation of status symbols; greater use of cultural, recreational, and other leisure facilities; more concern with education as reflected in better financed school systems and in a higher proportion in school; lower birth rates; and lower rates of crime, divorce, mental illness, and other symptoms of social disorganization."[5]

Much valuable knowledge and experience have been gained in these emerging years of NTID and much more remains to be accomplished. Continuous research can be expected in such areas as career development and career selection; curriculum development and evaluation; learning strategies employed by deaf students of the type who attend NTID; the significance of communication skills in various employment environments; cooperative education; compensatory education; economic accommodation of deaf people; management and marketing applications in the education and placement of deaf students; instructional techniques and technology in education; the development of personal adjustment and self-esteem maintenance; the development of social competence; the more specific processes of socialization as related to the variety of employment circumstances into which NTID graduates will gravitate; and much more knowledge of the interaction patterns of deaf and hearing people in integrated educational and employment environments. These can be years of learning for all of us, and I again invite you to share with us in moving forward.

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1. Laslett, Peter, "The World We Have Lost," in *Man Alone*, (eds.) Eric and Mary Josephson, Dell Publishing Co., Inc., New York, 1962, p. 93.
2. *Economic Report of the President, 1964*, Government Printing Office, Washington, D.C., 1964, p. 85.
3. Faunce, William A., *Problems of an Industrial Society*, McGraw-Hill Book Company, New York, 1968, p.137.
4. *Ibid*.
5. *Ibid*., pp. 167-168.

POST-SECONDARY PROGRAM FOR THE DEAF AT THE SAN FERNANDO VALLEY STATE COLLEGE

Ray L. Jones, Director
National Leadership Training Program Area of the Deaf
Northridge, California

When Dr. Schunhoff first called me about this program he gave me a choice as to when to appear. I remembered a bit of advice that our late Vice-President, Dr. Del Oviatt, had given about learning to drive on the freeway. He told the story of a visitor to California who became quite frightened at the prospect of learning to drive those southern California freeways. He asked the motel clerk how one mastered the skill of getting on the freeways...and driving on them. The clerk told him, "It's very simple--just find a time when there is no traffic." The visitor said, "When is that?" "Well",said the clerk, "Sunday morning". "Why Sunday morning?" "It's very simple--the Jews are all at Palm Springs, the Catholics are at Mass and the Protestants are home asleep." So the visitor got on the freeway on a Sunday morning and was hit by a Seventh Day Adventist late for work.

We tried to pick a time when the traffic would be clear here at the conference to give our brief presentation and allow time for questions and answers. I am pleased to have with me Dr. Henry Klopping, who directs our Teacher Training Program, to assist in both areas.

Since 1961 the programs for the deaf at San Fernando Valley State College have become increasingly well-known. Probably best known is the National Leadership Training Program, now in its 11th year of operation. Newer and gaining momentum are the less publicized post-secondary programs which are the subject of our presentation today. In keeping with your theme, "Challenge and Change", they have certainly been a great challenge to us and, undoubtedly, represent a number of changes. We will focus on the deaf people who have found at San Fernando Valley State College a wide range of educational opportunities.

As you are aware from Ross Stuckless' report on Tuesday, there are now 22 different institutions operating formal post-secondary programs and at least four more scheduled to begin in the fall. San Fernando Valley State College offered such programs in 1963 and they have grown and flourished since.

Let me tell you about our school. It's a liberal arts college with five major divisions -- education, business, engineering, fine arts and letters and science. It's an exciting campus, alive with youth, new ideas, bright people. Located in Northridge, in the heart of the beautiful San Fernando Valley, it has green lawns, lazy palm trees, beautiful buildings, blue skies and lots of sunshine. It looks like a big country club...but it isn't. Valley State is deadly serious about its responsibility to education...and to education of the handicapped. At present there are more than 250 handicapped students on campus, including some blind and some orthopedically handicapped. This spring there were 80 hearing-impaired students in under-graduate and graduate programs. This summer there will be about another 150 attending special workshops and institutes. Altogether the college serves more than 250 deaf students during a calendar year.

Miss Mary Switzer raised the question about the possibility of integrated education for the deaf about the same time that we began initial planning for the Leadership Training Program. We decided to start at the graduate level and, as we gained in experience and staff, to expand our services to include undergraduate students. In 1964 we took our first deaf students into the LTP -- it was accomplished by asking them what help they needed. They said, "Give us interpreters and notetakers." We did, and they not only held their own, but set a fast pace for the hearing students. The first two years of the program we thought we had ten experts on deafness. With deaf students participating, we had persons who had first-hand experience with deafness, who knew the schools for the deaf and rehabilitation services from their own experience. Over the years our deaf LTP students have come to us from the classroom, rehab, industry, government and law enforcement. The roster of deaf students who have completed the LTP and the Master's Degree reads like a page from "Who's Who" of deaf leadership.

In the Class of 1972 we achieved a perfect balance - 7½ and 7½. We have seven hearing, seven deaf and one hard-of-hearing. The employment record of our deaf LTP graduates is most impressive, reflecting the wide range of opportunities that have opened to them as they have completed training and returned to the field. Of significance, too, is the large number of deaf LTP graduates who have gone on to doctoral programs. Learning they could succeed in competition with hearing students in a master's program they felt capable of going on to more advanced work. Gerilee Gustason is the first female deaf graduate of LTP to complete her doctorate, having earned the Ph.D. in educational psychology from U.S.C. Other graduates are in various stages of progress and some, like Greg Kimberlin, are pushing their graduate schools to accept sign language as a second language. I understand that the University of Minnesota has accepted sign language as a substitute for the core language requirement and I believe that many other universities will do so in the future.

In the roster of all the LTP graduates who have gone on to doctoral programs, nine have completed their doctorates and 19 more are now in doctorate programs in universities across the country. If we can accept the definition of leadership as helping people to grow, then I believe this is evidence that the LTP is fulfilling its initial obligation of helping people to grow and to advance professionally.

At a conference in Riverside, we presented the story of adult education. A number of deaf persons were employed or volunteered for service and then continued on as regular teachers under the sponsorship of Los Angeles City Schools. They were able to get temporary certification, but as we moved beyond temporary certification they found that they needed special certification courses to continue. So we offered courses under Southwest Media sponsorship which enabled about 30 such persons to obtain their full certification as adult education teachers.

In 1969 we introduced a program of training teachers of the deaf at the secondary level. We had some difficulty obtaining funding because our program was different, but we did obtain it and have continued the program each year. I believe I am correct in stating that we are the only college in America training teachers exclusively at this level. We include hearing-impaired students in this program and overall about two-thirds of the students have been hearing-impaired. All who have completed training are now employed.

We have also been serving deaf students from the community who have been employed under provisional credentials and who need additional course work to qualify for full employment. Some may have come from your own school. Let me tell you about Al Bond. Al represents a bit of a success story for us. He came to our attention in adult education in 1965. In his 40's at the time, in private business, underemployed, he got turned on in adult education. With only an 8th grade education, he completed high school equivalency in one year, was accepted as a special student at the college, and, during the past five years, has completed his requirement for teacher certification. He is now employed as a regular teacher in the Los Angeles City Schools, at Marlton School. From adult education to a master's degree in five years represents a tremendous stride for this man.

Under the direction of Dr. Klopping and June Newkirk we have offered special summer institutes starting last summer. This summer the workshops will focus on the teaching of English as a second language. We have had as a consultant to our LTP Class, Mrs. Alice Pack of the Church School of Hawaii and were impressed with her work. Later June Newkirk spent some time visiting that school and exploring these techniques for the purpose of using them in a laboratory situation this summer in teaching language to the deaf.

Another example of our commitment to continuing education is the workshop on Total Communication to be conducted this summer by Margaret Kent. We have also developed a new M.A. program for experienced teachers of the deaf who do not have an M.A. degree. Applications are now being accepted for this summer and so far more than 3/4 of the applicants are deaf teachers from various residential schools. Traditionally deaf teachers have had difficulty completing training and many of them have gone directly from Gallaudet College into your schools without formal training. The summer M.A. program will provide those at the secondary level the opportunity to take classes two successive summers, not only to update their skills, but also to qualify for an M.A. degree.

For the past four or five years the College has offered special summer workshops for interpreters. This summer we'll have three different ones directed by Louie Fant.

You may recall a conference we held on our campus in July of 1963 which focused on increased educational opportunities for the adult deaf. At that time the picture was pretty bleak since opportunities were limited almost exclusively to Gallaudet College and the Riverside City College Program. Since then the situation has changed dramatically. Some of our deaf people have been trained and have completed certification under adult education. Mrs. Lillian Skinner began with us as a teacher of English and Home Economics; she is now a full-time teacher in the Simi program for the deaf. Training adult education teachers for the national scene began in 1969 when, under our community services auspices, we brought 25 grass-roots deaf leaders onto our campus for a six weeks exposure to the whole field of continuing education.

In 1965 and 1966 we pioneered in the areaof telephone communications for the deaf. Working with Hugh Moore of the Los Angeles City Schools, we developed a device called the speech indicator. With it over 500 deaf people have been taught to use the telephone. A modification of the device, developed with the American Foundation of the Blind, has enabled a number of deaf-blind persons to use the telephone. Next week we will co-sponsor a one-week workshop on telephone communication for the deaf-blind on our campus.

Two of our national programs have had great impact. Project DAWN - Deaf Adults With Need - is designed to train for each state a well-prepared paraprofessional who can serve as liaison between the state adult basic education agencies and the deaf community. Students were brought to our campus in the summers of 1969 and 1970 and this past year follow-up conferences were held in Pittsburgh for trainees east of the Mississippi River and in Oklahoma City for those from the west. Members of our staff met with the trainees to follow up on their experiences in developing adult education opportunities, heard reports on their progress and gave assistance to overcome the problems they faced in getting programs started. Professor Carl Kirchner, who until this year directed our Teacher Training Program, coordinated these meetings. Ed Easley, a black adult education specialist, assisted.

Valley State is one of 16 institutions in America with a program funded under Adult Basic Education for the coming year, and we will hold summer workshops not only on our campus but in Pittsburgh and Denver to provide further training for deaf people from all 50 states. The program has been well received in Washington, D.C., and promises to become a model for the development of Adult Basic Education classes for the handicapped in all categories.

Another of our National programs is Operation TRIPOD - Toward Rehabilitation Involvement by Parents of the Deaf. The TRIPOD Conference was held a year ago in April in Memphis and brought together parents of the deaf, rehabilitation counselors, deaf people, educators and professionals from related disciplines. It has been so well received that, as Boyce indicated yesterday, 10 follow-up conferences are planned - one in each of the rehab regions, five in the coming year and five in the following year.

None of these post-secondary programs would have been possible without supportive services of interpreting and note-taking, which are provided on our campus through a special administrative unit known as College Services for the Deaf. This semester deaf students are enrolled in a total of 172 different classes in 27 departments, and probably 4 out of the 5 schools within the college. Providing support services for this number of classes is no small item. Director Dr. Tom Mayes and his staff of interpreters, counsellors and tutors make it possible. Incoming students are interviewed by a counselor of the deaf, Lucy Miller, who was formerly with the Department of Rehabilitation. Hearing-impaired herself, she communicates well with students. Our other counselor, Barbara Merten, also from rehab, deals specifically with local rehab relations. Tutoring our students in communications skills is Mrs. Faye Wilkie who conducts a volunteer class with some of the people from the local community.

To assist students in maintaining their oral skills we have Mrs. Norma Norton, uniquely qualified as an audiologist, speech therapist and teacher of the deaf. She works with our students in hearing evaluation, oral rehabilitation and speech correction, and tutors students who will be giving public speeches. Our interpreters are required to use manual communication and speak without voice simultaneously, so that the students who depend on lip-reading benefit from this as well as from sign language.

To maintain our staff of interpreters we have a scholarship program with funds provided with the help of service clubs. This assists children of deaf parents who want to attend the College. Those who qualify may also be employed as interpreters, earning their college expenses this way. Sharon Neumann, whom many of you know, started interpreting as a junior in high school at Tucson, Arizona, where Larry Stewart and Vic Galloway desperately needed interpreters when they were in doctoral programs. She was drafted for the job and has been interpreting ever since. We used the scholarship to bring Sharon to the College and she has done a beautiful job for us ever since. About fifteen or twenty of our staff members and interpreters are children of deaf parents. We also provide in-service training for interpreters. Virginia Hughes and Louie Fant observe interpreters in the classroom and then meet with them in private sessions to review their progress and suggest improvements. Tutoring is done by graduate students and by some of our deaf students.

Integration of students goes on in such places as the famous "Bullring", in the halls, and in the drama classes where, for the past two years, Louie Fant has taught classes in drama and sign language. The performances of his students have packed the house every time.

Deaf students on campus have also made the grade in athletics. There's Craig Hunter who has scored an average of 20 points per game in basketball. Even the coach has learned fingerspelling. John Coul was a star at Riverside City College before he came to Valley State to star on our football team. Darlene Krusemark was on the tennis team for several years.

Deaf students are admitted to the College by the same procedure as other students - SAT scores and Grade Point Average. As with most colleges, we do have a "special admissions" program and initially we expected most of our deaf students would be admitted that way. We have been pleasantly surprised to learn that most of them meet the regular admissions criteria and only occasionally is a "special admission" needed.

There are certain advantages to integrated programs. With deaf students in 172 classes this semester, 172 college professors are aware of their presence. With an average of 20 to 30 students in each class, between 2500 and 3000 hearing students are exposed to deafness in regular classes and become personally acquainted with deaf students. Certainly their interest and attitudes toward deafness are favorably influenced by these contacts.

There have been two major developments in our institution of local, state and national significance. As you may know, San Fernando Valley State College is one of the larger state colleges which has been designated a state university. Our new name is California State University, Northridge, effective June 1st. So if you hear us referred to by that name, you'll know it's the same program you're familiar with. Another major change was effected through the legislature last year - a law establishing a Center on Deafness at San Fernando Valley State College, where we have been under the Department of Special Education in the past. We will now operate as a separate administrative unit responsible directly to the vice-president which will give us access to the resources of all five schools within the College. The NLTP, the TTP, Community Services, Adult and Continuing Education, and a new program on Interpreter Training will be operating under the Center on Deafness. College Services for the Deaf will serve the entire unit with support services.

The doors of the College have been opened, the deaf students have been coming in increasing numbers and we hope that under our new organization we can continue to serve the qualified deaf students who come to us for educational opportunities.

EMPLOYMENT OPPORTUNITIES FOR DEAF STUDENTS AFTER POST-SECONDARY EDUCATION

Steven L. King, B.S.
Seattle Community College

In the past five years, we have seen unprecedented vocational training opportunities emerge for hearing impaired students graduating from educational facilities across the United States. The development of regional post-secondary vocational programs has undeniably provided training for students who, five years ago, had few opportunities to gain vocational training designed to meet his individual educational needs. At the Regional Vocational-Technical Programs for the Deaf Annual Meeting in St. Paul, Minnesota, on January 20 and 21, 1972, it was determined that there are now 28 programs in existence throughout the United States designed specifically for the hearing impaired. This rapid growth of vocational training facilities is a great step forward for the deaf -- a development that is long overdue.

With the development of these training facilities, we have seen a definite increase in employment opportunities for the hearing impaired. Tonight, I would like to address you concerning the employment opportunities for deaf students after post-secondary education.

In an effort to gain an overview of the employment opportunities for deaf students, I contacted the National Technical Institute for the Deaf, St. Paul Technical Vocational Institute, Delgado Junior College, and Lee College to determine what training programs their students have completed and what the employment opportunities have been for students who have successfully completed training.

The following is a list of the vocational areas which students have successfully completed training in or are currently involved in:

Accounting Machine Operations
Architectural Engineering Technology
Art Education
Auto Body Rebuilding and Refinishing
Automotive Mechanics
Automotive Mechanics with Trailer Option
Bookkeeping
Business Administration
Cabinetmaking and Millworking
Cake Decorating and Retail Sales
Carpentry
Chemical Technology
Cleaning and Sterilizing of Inhalation Therapy Equipment and Area
Clinical Chemical Technology
Commercial Baking
Communications Electronics
Computer Operations
Cosmetology
Custom Apparel Design and Construction
Data Processing Technology with Business Data Processing Major
Dental Laboratory Technology
Diesel and Heavy-Duty Mechanics
Drafting Certificate
Drafting Technology with Architectural Drafting Major
Drafting Technology with Mechanical Drafting Major
Drycleaning and Spotting
Early Childhood Education
Electrical Engineering Technology
Flower Arranging
Graphic Communications Technology
Hematology Technology
Highway Technology
Histologic Technology
Horology and Micro-Precision Instrumentation
In-Plant Duplicating
Industrial Electronics
Interior and Window Display Technology
Key Punch Operations
Landscape Technology
Machine Shop Practices
Medical Laboratory Assistant
Medical Technology
Microbiology Technology
Office Clerical Practices
Painting and Decorating
Petro Engineering Technology
Physicians Office Technology
Photographic Technology
Plumbing
Police Science
Poodle Grooming
Post Office Technology
Power Sewing
Printing-Offset Lithography
Radio and T.V. Repair
Recreational Technology
Refrigeration and Stationary Steam Engineering

Sheet Metal Practices
Small Appliance Repair
Textile Design Technology
Traffic Transportation
Welding and Metal Fabrication
Wool and Silk Finishing

The most impressive aspect of this list is its length. The number of areas listed indicates that students are entering a wide variety of training programs and that they are entering extremely technical and highly competitive fields.

In my communications with the aforementioned colleges, all of the programs state that at least 90% of the students who successfully completed training found employment in their area of concentration or in closely related areas. This extremely high placement percentage indicates that students graduating from the various programs are highly competitive on the job market. A high percentage such as this is remarkable in view of the general economic recession currently facing the American population. To add to the optimistic picture for the hearing impaired student graduating from a post-secondary vocational facility, we find that continued present development of yet more vocational facilities will open new areas to the deaf.

One of the secondary functions of the vocational training programs is to assist the deaf student in finding employment upon successful completion of training. A survey reported in the February, 1970, Journal of Rehabilitation of the Deaf[1] indicated that of 480 major companies employing 50 or more persons, 71% said they would have no objection to hiring deaf persons if the person was qualified. Twenty-one percent said they would not hire a deaf applicant, stating that safety hazards communication problems, and problems involved with training were the reasons. Interestingly, of the 71% who stated no objection to hiring the deaf, a substantial number indicated they had never had a deaf person apply for a job. This survey indicates that, by and large, private business is willing to accept deaf persons if they are well trained. One of the tasks facing the vocational program is to make the employment opportunities more available to the deaf person by educating not only the student in training, but also the prospective employers.

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[1] Job Development, Finding, and Assessment for the Deaf Worker, Journal of Rehabilitation of the Deaf, Number 2, T.J. Holdt, February, 1970.

Educating the prospective employer about deaf skills and abilities is an essential part of opening employment opportunities for the deaf. In some post-secondary programs for the hearing impaired, orienting employers has occurred in conjunction with the training students are receiving at the college. Upon entering the preparatory program, the students go on industry tours as a part of the job-sampling which is conducted at the training facility. While the school is exposing the students to the industrial situation, the prospective employer has the opportunity to meet deaf students. This is often his first contact with the deaf.

On-the-job training is currently being utilized to give the student more realistic views of his area of training and to consolidate training experiences. On-the-job training has been used at the end of formal training or as a part of training. On-the-job training situations can be a very effective method of training the student and offering him an opportunity for future employment as well as a tool for exposing employers to the deaf population. During on-the-job training, the employer can evaluate the prospective employee's performance and skills with little, if any, cash out-lay. While on-the-job training is designed to be an educational aid to the student, it can also be a valuable employment tool.

One of the most effective methods of gaining employment and educating prospective employers is through the students' instructors at the training facilities. Instructors generally have excellent contacts with industry as most technical-vocational instructors have spent a considerable amount of time working in the industrial situation prior to their employment at the training facility. Once the instructors have seen that the hearing impaired are competitive within the training situation, then they inform prospective employers of the capabilities of their hearing impaired students.

In summary, this brief discussion of employment opportunities for deaf students after post-secondary education has shown most of the areas where deaf students are currently training in and the success they are experiencing in finding employment in their areas of concentration. With the continued increase in the demand for skilled workers and the continued development of training facilities for the deaf, I think we are entering a time period where a hearing handicap will have a less effect than ever on a deaf person's ability to gain meaningful employment.

CHANGES IN EMPLOYMENT PATTERNS OF THE DEAF

Edgar L. Lowell, Ph. D.
Director of John Tracy Clinic
Los Angeles, California

This report is a confession of what apparently was some erroneous thinking on my part and a brief description of what may provide new information on changing employment patterns for the deaf.

I had heard over and over about how the deaf were underemployed. The Babbidge report (1) pointed out that 5/6 of our deaf adults work in manual jobs, as contrasted to only 1/2 of our hearing populations. I had also heard about the speed with which technology, and particularly automation in the production of goods, was rapidly eliminating the need for unskilled labor (3). For example, computer-controlled equipment and new photographic procedures were eliminating the linotype and with it many of the positions formerly held by deaf people.

This, I assumed, was the result of not paying enough attention to technical training for deaf people. If there was to be job obsolescence because of technological change, the solution I thought was to insist on more high level technical training for the deaf so they would have the knowledge and ability to adjust to these new developments.

I remember discussions about the role the National Technical Institute for the Deaf should play in this problem. Should it be merely a glorified trade school, preparing deaf graduates for technicians jobs, or should it be the MIT of deaf education, whose graduates would be so well prepared that they could keep ahead of the technological advances that were sure to occur? Would the NTID train helpers who were replaced by automation, or would they train those who would, in fact, "run the machines" that replaced the workers?

I was also concerned that our schools were not preparing deaf students to make appropriate use of the leisure time that was certain to accompany this rapid growth in technology. The 40-hour week would be reduced to 35 or 30 hours, and we might all need help in making use of that leisure time. For a while I thought this assumption was correct because I read of a number of companies trying out a 4-day work week, but in examining those reports more carefully I found that they did not mean fewer working hours. There was still a 40-hour week crowded into 4 days, and sometimes more efficient use of equipment as for example when 3 batches of paint could be produced in 10 hours as compared with only 2 batches in 8 hours, which meant more efficient use of both equipment and labor.

Now I have been exposed to a "new" perspective on our economic future and it appears that most of what I described will never take place. My introduction to this new appraisal of our economic future came from an article by Gilbert Burck (2), which has some thought-provoking implications for the educational and vocational lives of deaf people and gave equally interesting implications for education itself.

Burck points out:

> "Nothing is easier to take for granted in the U. S. than long-term economic growth, and a good many people accordingly take it for granted. The prophets of Automatic Abundance assure us that the economy of the 1970's will grow as effortlessly as crabgrass in a lawn, that technology has solved the classic problem of scarce resources.

> "Now that improving the quality of life has become national policy, productivity growth is all the more necessary. Controlling pollution, reviving mass transit, rebuilding cities, reducing crime, and providing ample medical care and education will put stupendous additional demands on the nation's resources. Only if our productivity, or output per man-hour, keeps rising at least as fast as it has been, can we do all that we want to do without sacrificing something desirable and important.
>
> "The catch is that large and rapid shifts in employment patterns may soon begin to depress the rate of productivity growth. Prices of services will rise inexorably, producing new inflationary stresses. Contrary to all the predictions that automation will throw millions out of work, the scarcest of all resources will be manpower" (2).

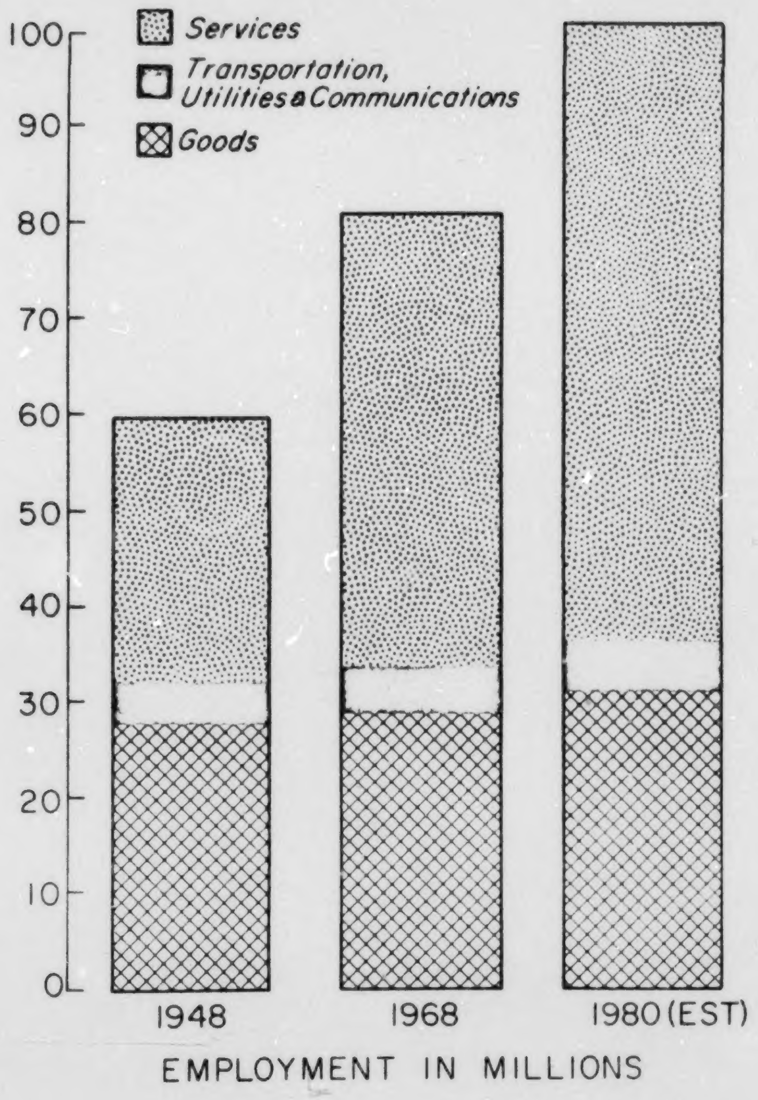
His argument is based on an examination of the components of our gross national product (GNP). Burck divides the total output into three categories: Production of Goods, that is, manufacturing, mining, farming, and construction; TUC which includes Transportation, Utilities, and Communication; and Services, which include government, trade, finance, education and personal services. He examines the history of these three components of our economy during the past 20 years and projects what they may reasonably be in the future.

During the past 20 years the output of goods has more than doubled but the productivity of the goods industries increased so much that the number of people required to produce the goods rose by only approximately 1 million people from 28 to 29 million. During this same period the output of the Transportation, Utilities, and Communications segment also more than doubled but the number of people employed in those areas increased by only a few hundred thousand to some 4 1/2 million. During this same 20 years the number of people providing Services increased from 28 million to nearly 48 million, or an increase of roughly 70%. Thus services contributed nearly all of the increase in total employment since 1950, as illustrated in Figure 1.

The employment figures are even more striking if we examine the projections for 1980. By that time it is expected that our total GNP will have increased by at least two-thirds and employment will have increased by nearly 25%. The projections suggest that the number of people employed in the production of goods will increase 6% above the present level. Employment in the TUC segment will increase by only a few hundred thousand. The number of people engaged in Service activities will account for the major increase in total employment. It is predicted they will increase to 65 million or nearly two-thirds of all jobs. To give you some comparison figures, 65 million is nearly equivalent to the total employment figures in 1958.

Rather than having to worry about meaningful use of leisure time, our problem is going to be to find enough labor to fill all the jobs.

The difference in the growth of employment in the three sectors of our economy is largely because the very essence of service is generally a one-to-one personal contact, whereas in the production of goods it is possible to increase productivity by additional



Comparison of total labor market in U.S. for 1948 and 1968 and projection for 1980.

capital investment. A machine can often be purchased that will either reduce the amount of labor required or increase the productivity of those already employed in the production of goods or the TUC complex.

Furthermore, service workers tend to work fewer hours than goods workers, and are probably less efficient primarily because the Service sector is not highly competitive. Nearly a third of service employment is accounted for by government and private nonprofit organizations. Nearly half have some kind of monopoly position that may encourage them to increase their output, but not necessarily to improve their efficiency.

I must confess that these figures came as a considerable surprise to me. I had no idea that the Service sector required such a large part of our labor market, nor that we faced the built-in limitations to increased productivity.

One implication of this line of reasoning has to do with future employment opportunities for the deaf. The opportunities may not be so great as I had anticipated for the highly trained technical person who would "run the machine" that replaces the workers, at least not in the area of goods production.

We need to explore the implications of this dramatic shift of employment to the Service sector for those who have a communication disability. I wonder if competent bookkeepers, accountants, financial analysts, and auditors might not be very successful without having to engage in a great deal of verbal communication. Would a competent economist be underemployed because he was deaf? How can the number of deaf people in government and education be increased? Are you aware that if we compare the American Annals of the Deaf for 1960 and 1970 we find that the total number of teachers increased from 2468 to 6048 or 145% while deaf teachers increased from 455 to 674 or only an increase of 48%. If there is to be a shortage of people to fill all of the jobs required in the Service area by 1980, it may be time to start re-thinking our vocational preparation programs along these lines.

If, as Burck's article seems to imply, the "good life" will generate the need for more workers in the personal services area, will we have to consider some re-education of our deaf students concerning the old fashioned concept of the "dignity of service"?

I admit these are very tentative questions. They reveal the lack of a comprehensive understanding of the deaf employment situation. On the other hand, I had no idea that in less than 10 years two-thirds of the labor force would be engaged in providing services. Even though the figures are less than complete, and my questions possibly a little fuzzy, the implications are quite exciting and deserve serious consideration from all concerned with the deaf.

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Training Opportunities by Areas of Instruction for Deaf Students in Post-Secondary Education in 1972

John P. McCormick
Dean of Continuing Education, Lee College
Baytown, Texas
BS in Education, SW Texas University
MED, SW Texas State University

The Hearing Impaired Project at Lee College in Baytown, Texas has had nearly 3 years of successful operation; enough, I feel, to allow an overview of the program to stand as a forecast of what the future holds for post-secondary education of the severely hearing impaired. These 3 years have been utilized mostly in training the deaf in the well-known areas of instruction for deaf people, but the option for creative methods of opening new fields of vocational and technical training is limited only by a lack of imagination. That is, imaginative ways of utilizing the parts of a particular job that does not require hearing. An example of this would be television repair where the repairman relies solely on the oscilloscope to find the trouble. Needless to say, it is going to require understanding from teacher, student, and employer, but the rewards to everyone concerned cannot be counted as other than miraculous.

Part of any training program is to open people's minds to the idea of thinking of a vocation that is different than the traditional vocation deaf people have pursued. The tradition of printing as the best trade for deaf people still lingers on, which is not to say that it is bad, but only to say that not all deaf people should be printers.

Theoretically most of the vocational areas and many of the technical areas of instruction that are provided in a junior college environment are open to the hearing impaired students who are beginning to infiltrate the post-secondary education field because, at long last, many states are realizing that deaf students need the opportunity to seek something more than a trade after they leave high school.

In theory, that is. Theory it was with Plato's idea of an ideal state that had an exact occupation for everyone, and with the Utopia invented by Thomas More in the early 16th century. Even Marx's theory was highly idealistic and was meant as another form of utopianism aimed at a perfect state of man. The theory, too, that a deaf man is capable of accomplishing anything that doesn't require him to listen, is a perfectly good theory. The trial of the future is to make the theory work by teaching the deaf to seek something new. It means a change in educational methods, beginning with the deaf child.

The theory, however, is a realistic one; that the deaf can enlarge the technical and vocational areas in which they want to train so that they can at least step into the areas of electronics and medicine and social services, for instance, so that as these sciences make strides the deaf can at least be right behind those who are opening new doors.

Post-secondary education for the deaf has been most valuable to those deaf people who have been out of school for awhile, who have not been able to improve on their ability to earn a gainful and fulfilling living. Many of these students are proving to be the best students, with a more realistic grasp of what earning a living means. The deaf student straight out of a school for the deaf is in need of as much personal and social adjustment as he is in training for a lifetime job.

So let it be said that there are 3 areas of instruction that post-secondary education of the deaf needs to concern itself: vocational-technical, academic, and personal-social adjustment.

The largest area, of course, and the most important is the vocational and technical training of deaf people. Training in welding, machine shop, automechanics and offset printing are those that are more frequently sought by deaf males, while deaf females seek training in the office practices including keypunch operation as well as offset printing. These are also the traditional areas, the ones deaf people ask for. Their reasons are based mostly on their knowledge of the success other deaf people have had in obtaining jobs in these areas. In the technical field more deaf males are seeking training in drafting, with a few making the effort to try data processing. In both these fields the efforts are proving to be rewarding from both the emotional and realistic standpoints. These are only to mention the most popular courses, those more frequently asked for by deaf people.

There are no limitations, however, to expanding the training of deaf people in air conditioning technology, electrical and electronics technology, instrumentation technology, and radio and television servicing. There is also horticulture and for both men and women there is the field of medical technology.

It is easy enough to make a list of vocations that deaf people can enter. Building a desire to be innovative and creative falls upon the rehabilitation counselors, school counselors, and teachers. It means dealing individually with individuals. It means giving the students a chance to "taste" something different. It means the utilization of every resource imaginable. It is a tremendous job that has to be done.

At Lee College (and let me explain here that I feel qualified only to speak of our experience at Lee College) the largest number of certificates have been given out in offset printing. This is the traditional vocation. The success of the first trainees in offset printing led other deaf students to seek training in the area. But there is a saturation point in any given area. In many cases students must relocate in large cities where there is more chance of employment. In the Houston industrial area the problem has not been great. There are many large businesses, and included in these are the educational institutions, who maintain their own print shops. This is where the deaf can serve to their best ability, gaining managerial status as they become completely knowledgable of the particular needs of a unique business.

In offset printing the field of color processing is one at which a deaf person can excel. It is also where the person with an artistic bent can feel that he is being creative. Cold type is a good field, especially for female students. It can give them a chance to earn a better salary than typing or keypunch. Welding and machine shop are both good areas of training where the deaf person goes onto an adequate job and gains rapid pay increases commensurate with his ability. Nearly every student who has completed his work at Lee College has shown a strong desire to "go from there" and to make use of his training in the competitive market.

There have been a few students who have taken automechanics and gone out to work in speciality garages. Automechanics, however, is one area of training that the younger deaf people think they want chiefly because they are interested in automobiles. The exposure that these deaf males get in the total school and social environment has in many cases helped them to think in terms of more serious attainment. The immature do not usually complete their course work with the Project.

Drafting is one area of training that is developing very successfully toward the betterment of work potential for the deaf. This is not to say that it is new, only that it goes beyond the traditional and allows for a larger scope of endeavor with the deaf students in our hearing impaired program. It requires at least two years to complete enough courses for certification in drafting. These two years are years of progressive adjustment not only to formal education but to worldly adjustment as well.

At this point I should interpose another theory that is becoming a philosophy at the Hearing Impaired Project. It can be called a go-slow policy. There is no transition period between schools for the deaf and the working world. The literal thrust from the protection of the residential school to the competitive work market cannot be understood by young deaf people. Literally, too, these young folks have often not been given the tools to make the transition - the tools of independent living, social adjustment, even the how-to of everyday living.

In a program such as the one at Lee College each deaf student is given time to make these adjustments by the length of his stay in school.

The above examples of vocational and technical training are the traditional ones and only serve to show what can be accomplished in the short period of 3 years. The creative takes longer.

Discovering the innate talent of a deaf person can be done in a program like the Hearing Impaired Project at Lee College through exposure to the elements of creativity. I said this before but it deserves repeating; for instance, the ability to draw. The deaf student who wants to draw can only say that he or she wants to take art. It is almost too much to expect the student to know what he is going to do with his art when he is finished at school. Discovering avenues for this ability may be something of a trial and error process but never a waste. The person who "just loves to draw" but lacks scholastic ability can be put in color printing where poster art is used. The deaf girl who likes to create things can put her artistic talent to use as a counselor in a childrens' camp or as an art teacher of deaf children. There is a particularly open field in fashion design where art and dressmaking combine to give soul-satisfying work to the creative deaf person.

Again, medical technology is a field that needs to be developed for the deaf. In fact, it would seem that the laboratory is an ideal place for the deaf person to work, the necessity of running analysis and tests without interruption.

The field of public service especially needs to open its doors to the hearing impaired, also the field of law enforcement. Every male, even deaf males, at one time or another has wanted to be a policeman. It is not such a far-flung idea. In every large city there is need for a police officer knowledgable of the deaf so that every deaf person can have his rights clearly protected. This does not have to be the hearing son of deaf parents. It can be a deaf person who has been completely trained in the area of police science who can go into a technical or office department of a police force and be available to supply the needs of deaf people.

Each of the above examples of creative training were used because in each case there is or has been at least one deaf person at Lee College pursuing such a course of endeavor.

Nearly every hearing impaired student at Lee College is following a vocational-technical area with supportive academic courses. Most of these students are taking basic mathematics and developmental reading and other courses that serve in his option for independent living. These courses can also be called investigative learning courses. They serve to help him discover what he can do. In some cases students have been able to work for a degree or diploma because they developed language skills which permitted them to continue into the basic core required courses. This has been made possible particularly through special classes in English for the deaf. The classes are basically the same as the preparatory for college English and the English composition courses. The classes accomplish the same results as the regular college English classes. The difference is one of pace. The time limit of semesters is not observed. Each student is allowed to proceed at his own ability and receives a grade in the course after he has accomplished all the work required.

These English classes have become a challenge to the hearing impaired student. It is a mark of merit to have developed one's reading ability to the point of being "promoted" to English. The competitive spirit works. No one wants to be left behind. The designation of having to accomplish units of work in the classroom makes it impossible for anyone else to do the work for him.

These special classes also make it possible for the Project and Lee College counselors to plan a course of work for each student so that he can complete a vocational area after he has accomplished everything else he possible can at Lee College.

The last area of instruction left to talk about is social and personal adjustment. This area is so important it perhaps should be considered the most important. Since the goal of any program such as ours is the right to gainful employment, let us then say that social-personal training parallels vocational-technical training.

All hearing impaired students who attend Lee College must have the ability to live independently. All students live off campus in various types of housing; apartments, rooms in private homes, or houses for men with kitchen privileges. Training in competent independent living is done by the Social and Personal Coordinator assigned to the Hearing Impaired Project. This is not to say the coordinator-counselor necessarily teaches the students how to wash and cook and keep house. It has been one of the boons of gathering a special group of students together like the hearing impaired that the competitive spirit runs high. They teach themselves. It can be said that the student who does not try to maintain a decent standard of living is often too immature for a program such as ours.

It is surprising how little formal teaching is done on the high school level concerning the ordinary means of daily living; banking procedures, insurance needs, how to purchase a car or a television set, what financing means. Even how to buy groceries within a limited budget and how to budget. These are done by the Personal-Social Coordinator as the need dictates, either by one-to-one instruction or in a formal classroom setting. These courses can be planned in an orientation course for credit, which has been previously accomplished by other post-secondary programs for the deaf. Such an orientation course is being planned by Lee College.

Also utilized are any other courses which are offered by Lee College which gives personal and social adjustment; the physical education courses which train in safety and body conditioning. First aid is required for all deaf students. As a student progresses academically he is given the chance to take thought-provoking courses such as Introduction to Psychology. These are courses that are not ordinarily considered by deaf students. Exposure to them comes with an awareness that comes with increased communication skills.

Awareness, I believe, is a word that best explains what everyone in the Hearing Impaired Project and Lee College staff is trying to accomplish. It isn't because we were not aware of the needs of the deaf, it is the awareness that we have gained on a personal level to do with what we now have done. It isn't that we didn't know of the special communicative needs of the deaf. It is to be aware every minute of the day that there is a special need and to try to deal with it from the level of the deaf rather than the traditional higher education level of a college.

There is also the greatest awareness of all, that deaf people are different only because they cannot hear. They will choose to be a conscientious citizen or a hippy or lazy or industrious, or whatever - because it is a choice they have made. I feel that living independently in Baytown while gaining further education is one of the best opportunities offered by the Hearing Impaired Project, a course in actual living with the aid of counselors. Our failures in attempts to give meaningful experience to hearing impaired people are no different than the failures of educators all over the courntry with other students. Young deaf people do not accept certain classic premises for exactly the same reasons as hearing young people.

Our job is to create an awareness in our deaf students to grasp every opportunity that is offered them to become of the community of man.

HEREDITARY DEAFNESS

by

Walter E. Nance, M.D., Ph.D.
Indiana University School of Medicine, Indianapolis

I can think of no group of professionals to whom some knowledge of human genetics is more relevant than superintendents of schools for the deaf. At least 50 percent of all children with profound hearing loss are deaf because of a specific inherited genetic defect. Since the time this estimate was made a number of years ago, effective methods for completely preventing several of the major environmental causes of deafness have been developed. For example, the introduction of widespread vaccination for measles should virtually eliminate rubella as a major cause of deafness. Similarly, the appropriate use of gamma globulin injections can completely prevent Rh sensitization in Rh negative mothers, and in the future, therefore, erythroblastosis resulting from Rh incompatibility should disappear as a significant cause of deafness. Finally, improvements in the management of premature infants and middle ear infections have reduced the number of cases attributable to these factors. It should be clear from the foregoing examples that genetic causes will undoubtedly account for an even greater proportion of the deaf population in the future. If we are going to make further progress in the prevention, medical management and education of the deaf, it must be achieved

through a more widespread recognition of the significance of genetic factors as a cause for deafness, the provision for genetic counseling, and possibly prenatal diagnosis, and a greater attention to the varied medical and educational needs of children with different types of hereditary deafness.

I would like to describe some examples of hereditary deafness which illustrate the commonly observed patterns of inheritance. First, however, I want to say a few words about human chromosomes. I shall conclude my talk by commenting briefly on the distribution of hereditary deafness in human families and populations.

Chromosomes are the dark staining structures in the nucleus of our cells which contain all of the genetic information required to direct normal development and function from the one-cell stage throughout life. The information is coded in linear sequences of genes on the giant molecules of DNA that make up each chromosome. It was not until 1956 that the correct chromosome number in man was found to be 46. Chromosomes come in pairs. One member of each pair, a so-called haploid set, is derived from each parent, the diploid or duplex condition being re-established at the time of fertilization. Females differ from males in that they possess two X-chromosomes while normal males carry only a single X and a very much smaller Y chromosome. The remaining 22 pairs of non-sex chromosomes are referred to as autosomes. Chromosomes vary considerably in size and shape but until recently it was not possible to identify every one of the 23 chromosome pairs with certainty. Within the past two years, however, several exciting new staining techniques have been developed which reveal a complex and specific banding pattern on normal chromosomes and now permit the unequivocal identification of every member of the human chromosome complement. Many disorders are now known to result from specific chromosome defects--an abnormal excess or deficiency of chromosomal material. Perhaps the most important condition of this type is mongolism or Down's syndrome. Mongolism is one of the most common specific types of severe mental retardation and is caused by the presence of an extra chromosome number 21, leading to a total chromosome number of 47 rather than 46.

A recognizable deficiency or excess of chromosome parts usually leads to severe abnormalities involving multiple organ systems. In general, we would not expect the various types of hereditary deafness to be caused by visible chromosome defects. Nevertheless, our new ability to recognize every human chromosome will greatly accelerate the delineation of the human genetic map. Twenty years from now, for example, we may well speak of "the type of deafness that is caused by an abnormal gene located on the long arm of chromosome 7."

Genes are located in linear sequences on the chromosomes. Each gene may be thought of as having a specific function or acting as a single instruction in the overall plan for the developing organism. To get some idea of the complexity, think of how many individual instructions it would take for you to tell someone how to carve from a piece of wood an exact replica of the human external, middle, and inner ear without the aid of diagrams or pictures! Then imagine how much more complex the set of genetic instructions must be that governs the formation of a human ear that really works. The precise interaction of literally thousands of genes must be required to form a normal hearing organ. Conceivably, a defect in any one of these genes could lead to a similar end result, namely, hearing loss. The recognition that hereditary deafness is not a single disease but a collection of many different disorders which have a single symptom in common is one of the most important insights to be gained from contemporary research on hereditary deafness. It remains to be seen how important a specific genetic diagnosis can be for the medical and educational management of the affected child. I will mention some examples shortly, however, where I believe that a correct diagnosis is very important.

Waardenberg's syndrome (1) is a classic example of an autosomal dominant trait. Translated into English, this means that the possession of a single abnormal gene is sufficient for full manifestation of the trait, and, from the inheritance pattern, we know that the gene is located on one of the 22 autosomes (we don't yet know which one) rather than the X-chromosome. I am sure the dramatic symptoms of this syndrome are familiar to everyone in the audience. The cardinal features are (1) a white forelock, (2) heterochromia iridum (different colored eyes or, occasionally, bilateral bright blue eyes), (3) lateral displacement of the inner corners of the eyelids which may make the eyes appear to be wide-set although actually they are not and (4) sensory neural deafness which may be unilateral. Other findings that may be seen in some cases include bushy eyebrows, a low-set hairline, and patches of either hyperpigmentation or hypopigmentation in various areas of the body.

Affected individuals carry one abnormal gene, and, since they must have inherited the gene from one or the other of their parents, we would expect one of the parents to show the trait. Since affected individuals also carry one normal gene, on the average we would expect only half the offspring of an affected parent to be affected. These facts lead to a vertical pedigree pattern with transmission of the trait from one generation to the next in an unbroken line from parents of either sex to offspring of either sex.

Although almost all persons who carry the gene for Waardenberg's syndrome show some of the findings mentioned previously, there may be great variation from case to case in the number and severity of the features. In fact, only about 20 percent of cases have hearing loss and in many of these it is unilateral. How a single abnormal gene can have such varied effects is a good example of one of the interesting puzzles that human genetic diseases seem to continually pose. In the case of Waardenberg's syndrome many of the findings are probably related to a defect in the neural crest cells. These cells originate near the spine of the developing embryo and migrate out into many tissues of the body, giving rise, among other things, to all of the pigment cells of the body including the iris. We know that neural crest cells also normally migrate to the organ of Corti, a fact which may explain the occasional association of deafness with the syndrome.

The technical definition of a dominant trait is one in which a single "dose" of an abnormal gene has the same effect as a double "dose." In human genetics we usually modify this definition and classify as dominant any trait that is expressed when an affected individual carries a single abnormal gene. Actually, it is not known what effect the possession of two abnormal genes for Waardenberg's syndrome would have. Very likely, a more severe defect and possibly lethality would result. If any one in the audience knows of matings between two patients with Waardenberg's syndrome (which could, of course, produce offspring with a double dose of the abnormal gene), I would be grateful to learn any details of the case that may be available.

The Treacher Collins (2) syndrome is a second familiar example of an autosomal dominant form of hearing loss. These patients have a dysplasia of the lower and upper jaw resulting in sad-looking downward-slanting eyes, a markedly recessed chin, microtia and a gross distortion of the auditory ossicles leading in many cases to a profound conductive hearing loss. I have known of patients with this disease who have been placed in institutions for the retarded because of the severe facial deformities and hearing loss. This is, of course, a tragedy because ordinarily mental retardation is not a part of the syndrome, and, although it is not always possible to improve the hearing surgically, an appreciable benefit can usually be expected from appropriate sound amplification.

In some cases of perfectly typical Treacher Collins syndrome, there may be no family history of the disease. In these cases, we usually assume the affected child represents a new mutation. It is important to realize that there is a balance in nature between the occurrence of new mutant genes in the population and their disappearance as a consequence of the selective disadvantage they confer. If a gene causes a severe disease which interferes with reproduction, affected individuals will leave few copies of that gene to future generations. If this process were to continue, eventually the gene would disappear. Recurrent mutation is the force which prevents many abnormal genes from disappearing altogether. Since the Treacher Collins syndrome is a moderately severe disorder which is evidently associated with reduced fertility, probably because of social rather than biologic reasons, it should not be surprising that a relatively high proportion of cases have normal parents and represent new mutations.

In striking contrast to dominant deafness, the parents of children with autosomal recessive deafness typically are clinically normal heterozygous carriers of a single recessive gene for deafness. The term "heterozygous" refers to the genetic constitution of an individual who carries two different genes at the locus (or location on the chromosome) in question. In contrast, a homozygote carries two identical genes at the locus, either a normal or an abnormal pair. Since the affected child must inherit an abnormal gene from both parents, the recurrence risk following the birth of an affected child is 1/2 x 1/2 or 1/4. Usher's syndrome is a relatively common specific type of recessive deafness that may account for as many as 4-7 percent of all patients with hereditary deafness (3). In addition to profound sensory-neural hearing loss, these patients begin to develop a progressive loss of vision during the second decade of life. Night blindness - for example, loss of ability to see the stars at night-may be the first symptom the patient notices. With time there is progressive restriction of the visual fields, leading to so called "gun-barrel vision," and often by the third to fourth decade of life affected patients will be legally blind. I am not an expert in the education of the deaf, but I would like to believe that the knowledge that a particular child will some day have a severe visual handicap in addition to his deafness would have some constructive influence on the educational plans that are made for the child. In Usher's syndrome, it is often possible to make a specific diagnosis long before the onset of visual symptoms by pedigree analysis, examination of the eyes for the presence of abnormal retinal pigmentation, or by electroretinography, a special diagnostic test which is unfortunately not widely available.

Consanguinity is the hallmark of recessive inheritance. The reason why consanguinity is so frequent among the parents of children with rare recessive traits is that if the parents have at least one common ancestor, then there is a possibility that two copies of the same abnormal recessive gene may have been transmitted down both sides of the family to meet itself, so to speak, in the affected child. If the gene in question is rare the probability of a person carrying two of them by chance is "rare-squared" or very rare. However, if consanguinity is present, then the probability simply becomes the chance that a common ancestor carries a single copy of the gene times the probability that the child inherited two copies of that gene. I think you can see that the rarer the gene is, the more likely it is that an affected child will have inherited his two abnormal genes by the second mechanism. In fact, one way of estimating the frequency of a rare recessive gene is to determine the incidence of consanguinity among the parents of affected homozygotes.

The Jervell-Lange Nielsen (4) syndrome is a final example of a recessive form of deafness that is of great clinical importance. In this disorder, sensory-neural deafness is associated with a highly specific cardiac conduction defect that can be diagnosed by the simple expedient of taking an electrocardiogram. These children are subject to fainting spells which are probably caused by cardiac arrhythmias--either a cardiac standstill or an abnormal acceleration of the heart beat. The fainting spells can precipitate or be associated with seizure activity. If the cardiac standstill is temporary, the patient may recover without brain damage; however, about 1/3 of all children with this condition die before reaching adult life. It is still somewhat uncertain what the best form of drug therapy for this disease is, and for this reason these children should be under the care of a competent cardiologist. There is some evidence that sudden frights or emotional stress may precipitate attacks. One hopeful sign is that the frequency and severity of attacks appear to decrease in patients who do survive to adult life.

The final pattern of inheritance that I want to describe is X-linked or sex-linked inheritance. I mentioned earlier that females carry two X chromosomes while normal males have a single X and a smaller Y. Since sons get their Y chromosomes from their fathers (otherwise they wouldn't be sons), it is impossible for a normal male to inherit a trait that is determined by a gene carried on his father's X-chromosome. Also, since males have only one X chromosome, any abnormal gene on that chromosome will be fully expressed. Females, on the other hand, ordinarily would have to carry an abnormal gene on both X chromosomes to show full expression of an X-linked trait. These, then, are the major features which suggest X-linked inheritance: a vast preponderance of affected males, more severe expression of the trait in males than in females (if, indeed, the trait is expressed at all in females) and invariably transmission of the trait to affected males from carrier mothers rather than affected fathers. On the average, 50 percent of the sons of a carrier mother would be expected to be affected while 50 percent of her daughters will be carriers. In contrast, all of the sons of an affected male will be normal while all of his daughters will be carriers. As is true with autosomal dominant traits, a significant proportion of affected males who have a negative family history may represent new mutations, particularly when the trait is severe enough to interfere with normal reproduction. Familiar examples of X-linked traits include color blindness, Duchenne's muscular dystrophy, and classical hemophilia.

We have recently described a highly characteristic form of deafness which is also transmitted as a sex-linked trait (5). We first recognized the syndrome in a large family in which there were ten affected males in three generations, linked together in the pattern characteristic of an X-linked trait that I have just described. Even before examining the patients, we knew from the pedigree that we were dealing with an unusual form of hereditary hearing loss. Diagnostic studies revealed that affected males had a profound air-conduction loss with a significant air-bone gap. Surgical exploration in two patients revealed a congenital fixation of the stapes footplate. However, when an attempt was made to mobilize the footplate, a profuse and continuing flow of endolymphatic fluid gushed through the round window, necessitating termination of the surgical procedure with little improvement in hearing levels for the patient. It seems likely there may be a second congenital anomaly associated with this disorder, possibly an abnormal persistence of the cochlear aqueduct, which accounts for the surgical complications. When we looked into the literature, we found reports of similar complications of stapes surgery, and when more than one family member was affected, they were invariably males! We have subsequently studied two unrelated families with similar findings except that, in contrast to our first pedigree where carrier females showed a mild but definite conductive loss, known carrier females in the two new families have had normal audiograms. We feel that congenital fixation of the stapes footplate with perilymphatic gusher is a distinct form of deafness that is determined by a gene which is located on the X-chromosome. Affected males can be greatly benefited by appropriate sound amplification, and hopefully it will be possible to devise a curative surgical procedure in the future. I do not know how frequent this disorder is, but I would very much appreciate learning about known or possible cases you may have in your schools. The things to look for are (1) families with multiple affected males, (2) a significant air-bone gap on the audiogram and possibly (3) a history of "complications" following stapes surgery.

A number of years ago it was estimated that autosomal dominant traits account for about 15 percent of all childhood deafness while autosomal recessive inheritance explains another 40 percent and sex-linked deafness perhaps 2 percent. These estimates are based on a genetic analysis of family data, and I have given reasons earlier for believing that the proportion of hereditary cases is probably even higher today. However, if we look at a table giving the ascribed causes of deafness (Table 1), we find that in relatively few cases is a hereditary etiology suspected. Even if we look at the gross frequency of affected siblings in various classes of matings (Table 2), we might not be impressed with the overall incidence of familial cases. For example, only 25 percent of all students for whom family data were available had affected siblings. Children of deaf parents and consanguineous matings, of course, had a higher incidence of affected siblings. It is interesting that even among cases attributed to rubella, more than 6 percent were reported to have affected siblings and probably represent misdiagnosis. These data are taken from the Annual Survey of Hearing Impaired Children and Youth and are quite similar to, though vastly more extensive than,other data on the incidence of familial deafness. The final table (Table 3) shows why we tend to underestimate the incidence of hereditary deafness when we first look at data of this type. We know that autosomal recessive transmission is the most common pattern of inheritance for deafness. The table shows the expected proportion of families with two or more affected children in the case of an autosomal recessive trait. Notice that even in families with as many as five children, 24 percent of all couples who could have had a deaf child will be lucky five times in a row and have all normal children; and the proportion of families with two or more affected children (36 percent) is still less than the proportion with only one affected child (40 percent). In the case of two-child families, of course, the effect is even more striking. Here we see that for every family with two affected children (7 percent) there must be at least five (37 percent) families with only one affected child. The message should be clear. If you consider a genetic etiology only when there are two or more affected children in the family (these are the obvious genetic cases), you will be missing the part of the iceberg that is below the water. The problem is that it may be difficult to decide in an individual case whether you are dealing with a genetic or an environmental cause, if the family history is negative. But just as we can calculate the size of the unseen part of an iceberg from the part that is above water and a knowledge of the density of ice and water, we can also estimate the proportion of sporadic cases that are genetic from the frequency of obviously familial cases (i.e., more than one affected child) and a knowledge of the rules of heredity. The estimates I gave you are derived from analysis of this type.

As I mentioned, an unequivocal diagnosis of recessive deafness in the absence of affected siblings can be extremely difficult if not impossible. Sometimes it may be possible to recognize a specific deafness syndrome. Occasionally, your suspicion will be aroused by the presence of consanguinity. A final approach that we are trying to explore is pedigree linkage. We are assembling a large file of pedigrees of the deaf. We have been enormously assisted in this effort by Mr. George Fellendorf of the Volta Bureau who gave us access to the remarkable pedigree records that were collected by E. A. Fay at the turn of the century in his monumental study, *Marriages Among the Deaf*. Eventually, we hope to take pedigree data from living children with deafness to see whether we can link it to families on a master file. In this way, we might be able to diagnose hereditary deafness in cases where the etiology is obscure. After we have developed and tested the system we may wish to utilize the *Annual Survey* to facilitate data collection.

It is often said that nothing new is ever discovered in science. Examples of "new" genetic syndromes, for instance, can usually be found--perhaps unrecognized--in earlier reports. In the same way, the idea of using pedigree data, and in particular surnames, to link subjects with the same type of deafness together is not new, as is indicated by the following excerpt:

> "...can it be accidental that there should have been admitted into one institution eleven deaf mutes of the name of 'Lovejoy', seven of the name 'Derby' and six of the name 'Mayhew'. What interpretation shall we place upon the fact that groups of deaf-mutes are found having such names as 'Blizzard', 'Fahy', 'Hulett', 'Closson', 'Brasher', 'Copher', 'Gortschalg', etc.? Such names are by no means common in the community at large, and the inference is irresistible that in many cases the recurrences indicate blood-relationship among the pupils."

This remarkable quotation was written by Alexander Graham Bell in 1883, seventeen years before the rediscovery of Mendel's work first put the science of genetics on a firm basis.

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TABLE 1

Reported Causes of Hearing Loss Among 35,285 Deaf School Children of all Ages, 1969-70 School Year*

Reported cause		Percent
Rubella		11.5
Heredity		6.5
Prematurity		3.1
Rh incompatibility		2.3
Other pre- and perinatal causes		6.9
Meningitis		4.6
Other infections		3.9
Other causes		7.0
No known cause		22.8
Unknown or not reported		31.4
	TOTAL	100.0

*Data taken from Annual Survey of Hearing Impaired Children and Youth.

TABLE 2

Occurrence of Deafness Among Siblings of 22,180 Deaf Children for whom Family History Information was Available*

	Number of families		Number of siblings		
Classification	Total	With affected siblings	Affected	Normal	Total
Total population	22,180	5,644	8,302	51,651	59,953
Both parents deaf	652	496	929	428	1,357
One parent deaf	254	200	441	652	1,093
Consanguinity	109	48	79	262	341
Rubella	2,680	167	173	6,102	6,275

*Data taken from Annual Survey of Hearing Impaired Children and Youth, 1969-70 school year.

TABLE 3

Expected Distribution of Normal and Affected Children in Matings Between Carriers of a Gene for Recessive Deafness

Number of children in family	Families with no affected children	Families with affected children	
		One (Simplex)	More than one (Multiplex)
1	0.75	0.25	0.00
2	0.56	0.37	0.07
3	0.42	0.42	0.16
4	0.32	0.42	0.26
5	0.24	0.40	0.36
6	0.18	0.35	0.47
7	0.13	0.31	0.56
8	0.10	0.27	0.63
9	0.07	0.23	0.70
10	0.06	0.19	0.75
⋮	⋮	⋮	.
$\underline{n}$	$(3/4)^{\underline{n}}$	$\frac{n \cdot 3^{n-1}}{4^n}$	$1 - \frac{3^n + n \cdot 3^{n-1}}{4^n}$

PRESENT AND FUTURE DEVELOPMENTS

Malcolm J. Norwood, Chief
Media Services and Captioned Films
Division of Educational Services
Bureau of Education for the Handicapped
Department of Health, Education, and Welfare
Washington, D. C.

Dr. Withrow has covered the broader aspects of programs for the deaf as supported by the Bureau of Education for the Handicapped. The amount of funds available to the deaf is more than enough to stagger the imagination and I would sincerely hope the Conference will follow up Dr. Withrow's suggestion that you explore all avenues of funding by working closely with your State Education Agency.

My task is more specifically geared to bringing you up-to-date by reporting on the Media Services and Captioned Films program in terms of present and future developments.

A number of events have occurred over the past several months. Most significant is the transfer in January, 1971, of the Special Education Instructional Materials Center from the Division of Research to the Division of Educational Services. These centers, including the ERIC Clearinghouse for Exceptional Children, are now housed in the Media Services and Captioned Films Branch along with the 4 Regional Media Centers for the Deaf, the Educational Media Distribution Center and the National Center for Educational Media and Materials for the Handicapped which is expected to be funded before the end of the present fiscal year. In effect, Media Services and Captioned Films has become the Bureau's Educational Technology program responsible for the support of a systematic approach to enhance the learning of all handicapped children through the interrelated utilization of human, material and technical resources.

Special emphasis on the cultural and educational needs of the deaf will be continued. At the same time it is expected that the instructional benefits of media will be extended to all handicapped children through the National Center and the IMC/RMC Network. Through this system stronger relationships between special education and instructional technology will be created so that educators of handicapped children and technologies will have the opportunity to develop and validate new instructional media and techniques. Basically, the approach will be to assess the educational needs and problems of handicapped children followed by the development of specific educational tools. Finally, the system will involve industry to encourage competitive bids as well as provide assistance in obtaining limited copyright clearance to assure quality production as well as availability through the commercial market.

At this point you will probably be most interested in recent developments in captioned television for the deaf. In the spring of 1971, the program contacted WGBH-TV in Boston, producers of the Julia Childs program, THE FRENCH CHEF, to explore the possibility of experimenting with captioned broadcasts. Since WGBH is part of the Public Broadcasting Services network which is responsible for serving the public, including minorities, it was felt this was the logical approach to exploring captioned television.

An outgrowth of this activity was the decision to hold a National Conference on Captioned Television for the Hearing Impaired at the Southern Regional Media Center for the Deaf at Knoxville. Through the cooperation of Dr. William Jackson and his staff, a 3-day meeting was set up bringing together representatives of the deaf community, the Federal Communications Commission, and others who could contribute to the solution of this problem.

Several sessions were devoted to demonstrations of captioned television techniques. From a technical standpoint, the most interesting demonstration was put on by the National Bureau of Standards and the ABC Television network which used a special decoder to transmit printed captions across the television screen. This demonstration proved the feasibility of a "closed caption" system which permits captions to be seen only by a viewer who has a specially equipped television set.

Since that time, the National Association of Broadcasters has set up a special subcommittee for captioning television for the hearing impaired. More specifically, this committee is concerned mainly with the development of the engineering specification standards necessary to set up a television captioning system for broadcasting purposes. These specifications should be ready some time in the very near future.

In addition, MSCF has given WGBH the green light to proceed with the completion of the Julia Childs series. Public Broadcasting Services will commence an experiment by broadcasting these captioned programs in at least 5 major cities in August and continuing through early October. Through this experiment it is expected that we will obtain data in regard to the reaction of the normal viewing public to open captions and the size of the audience captioned television can be expected to reach, as well as other related information.

In spite of these developments, we still have a distance to travel before captioned television actually takes place. Most important is the fact we know it is a definite reality. As we progress toward achieving this objective, it becomes increasingly clear that the educational possibilities for deaf children and adults have never been brighter.

Another development worthy of mention is the involvement of the program in the Telecommunications field. All of you are familiar with the teletypewriters now being used by deaf persons throughout the country. Usually these are older machines donated by local telephone companies to the deaf. New teletype machines which are not easily obtained are somewhat costly and the supply of older machines is diminishing. Sooner, if not eventually, donated TTY machines will no longer be available.

Consequently, the office is now exploring the development of a low cost telecommunications terminal which is hooked up to a small television set and which will be available at an estimated cost of approximately $200. This terminal, in addition to accomplishing a low cost communications system for the deaf, has flexibility not presently possible with the present system. For example, the key board is light enough to be carried from place to place and can be used in a hotel room by attaching it to the television set and utilizing an unused channel to make phone calls. It also has educational value in that this particular design is compatible with computers and could conceivably be tied in with computer-assisted instruction programs. A cassette equipped recorder is also available making it possible for programmed instruction to be developed for home use. The potential here is unlimited.

We are also mindful of the need to develop materials and disseminate information for career education. Presently, the program is becoming involved in the development of services to supplement and make more meaningful, the excellent vocational training programs which have long been an outstanding feature of the education of the deaf. In summary, program strategies to implement this service are:

1. The development of mediated material to provide the student with information he needs to make meaningful career decisions.
2. The development of mediated materials to provide the student, his parents, school personnel and rehabilitation personnel with information regarding the availability of post-secondary training programs.
3. The development of short term programs utilizing media and instructional technology for employment.
4. The development of highly specialized media suitable for prevocational training of young deaf persons.

We are also aware of the need for materials which will help the deaf person overcome some of the more subtle spin-offs caused by isolation from events happening around him. These could be, for example, a misunderstanding caused by the fact there is no immediate feedback. When one is left to behavior development through observations alone, it is a simple matter to react in a manner not acceptable to society in general. It is our feeling that through the use of films, observed behavior can have beneficial reinforcing consequences. Our first step in this direction is the production of the Human Behavior Series which can be used by deaf persons, teachers and parents with positive results. I will show you one of these films now.

In the area of feature films, the program has reached the place where practically anything can be made available. Over the years, the strict control exercised in the distribution and use of these films has helped us to create an atmosphere of mutual trust and confidence. Film producers are no longer concerned with the possibility of these films being turned loose in such a way that we will be in competition with the downtown or neighborhood theatre. Recent releases include BEN HUR, ANNE OF THE THOUSAND DAYS, THE LOVE BUG, WHERE EAGLES DARE, AIRPORT, SPARTACUS, FROM RUSSIA WITH LOVE and DR. NO. Soon to be released titles include PATTON, TORA,TORA,TORA, MASH, THE ANDROMEDA STRAIN, CROMWELL, SUMMER OF '42, BLACK BEAUTY and BENEATH THE PLANT OF THE APES. These are but a few of the many titles on order, but they do reflect the gains made in acquiring recent releases as well as classical blockbusters not heretofore available.

As in the past, the program continues to look to the field for direction, priorities and cooperation. We have come a long way since 1959 and a budget of $78,000. And we still have far to go as we move toward the innovative approaches made possible by television, the utilization of computers and the refinement of educational systems through design and development activities. This direction will undoubtedly lead us closer to the creation of a system which recognized the problems of learning and their solutions.

As you can see, much has happened over the past year. One great loss, however, has been the departure of Dr. Gilbert Delgado who is now serving as the Dean of the Graduate School of Gallaudet College. Gil filled Dr. John Gough's shoes well by continuing to carry out the goals and objectives of the program. It was my privilege to have had the honor to work with both of these men whom we all hold in respect and affection. Now that the leadership has changed once again, the shoes seem larger than ever. I am confident, however, that with your continued support we will make a significant contribution to better education not only for deaf children and adults, but for all handicapped children.

The Emotionally Disturbed Deaf Child

Jerome D. Schein, Ph. D.
Deafness Research & Training Center
New York University

If we are to believe the current information about emotional disturbance amongst deaf school children, we must conclude that the situation has assumed epidemic proportions. Recent estimates of the prevalence rates for emotional and behavioral disorders range from 10.65 percent (Annual Survey Hearing Impaired Children and Youth, 1971) to 31.20 percent (Meadow and Schlesigner, 1971). The astonishing prospect of from 1 to 3 out of every 10 deaf students presenting a significant emotional problem should arouse far more educators than seem to have been concerned up to now.

In the remarks which follow I will review the evidence which has prompted this paper. Then I will discuss some of the reasons why this problem seems to have had such relatively little attention. Finally, I will take up some recommendations about where we might go from here.

Evidence of an Emotional Epidemic

Reporting on deaf school children in 1968-69, the Annual Survey of Hearing Impaired Children and Youth showed 6.64 percent had emotional problems and 5.80 percent had behavioral problems (Annual Survey, 1970). The two rates cannot be combined, however, because some students were reported as having both emotional and behavioral problems, and they were entered in both categories. The Survey staff kindly provided me with unpublished data for the 1969-70 school year which gives the figures for individual students. Of 29,131 children in schools and classes for the hearing impaired, 3,105 were labelled by their schools as emotional problems, behavioral problems or both. The gross rates are 4.45 percent for children with emotional problems, 3.88 percent for those with behavioral problems, and 2.32 percent for those with both emotional and behavioral problems. The total yields a rate of 10.65 percent.

These figures are derived from the schools' and classes' responses to the item in the Annual Survey which inquires into "all educationally significant handicapping conditions" (Annual Survey, 1971, page 26). No doubt there is wide variation in the definitions of emotional and behavioral problems and in the educators' tolerances for deviations from local expectations. From other information now available, however, it would appear that the usual tendencies towards underreporting of such conditions may prevail in this instance. Before turning to the other evidence, it is worth looking further into the data from the Annual Survey.

For years educators have speculated that the hard of hearing child has more difficulty adjusting than does the deaf child. The 1969-70 data from the Annual Survey lends support to this hypothesis. For children with better-ear average hearing levels at or above 72 dB (ISO), the combined rate for emotional and behavioral disorders is 8.34 percent. For those with hearing levels below 72 dB, the rate is more than half again as great: 14.19 percent. The more severely hearing impaired children are less frequently reported to have educationally significant emotional or behavioral problems.

Rates also differ markedly by type of educational setting. For the combined emotional and behavioral disorders, the residential schools report 7.65 percent, the day schools 16.23 percent, and the day classes 12.99 percent. These rates are important to the interpretation of the next study.

Turning to that source, we find even more striking evidence of emotional disturbance in the study by Meadow and Schlesinger published in the American Annals of the Deaf (June, 1971). The information was derived from questionnaires completed by 34 teachers and 46 dormitory counselors in a residential school having 516 deaf students. The questionnaire had been designed for a survey of Los Angeles County schools, so normative data were available for general-population children. The respondents were asked to name those students who should be referred for psychiatric aid (the Severely Disturbed group) and those less disturbed but who demanded a disproportionate amount of the teacher's time (the Moderately Disturbed group).

The teachers and counselors judged 11.6 percent of the deaf students to be severely disturbed and 19.6 percent moderately disturbed. For the Los Angeles County classrooms, the comparable figures are 2.4 percent in the Severely Disturbed category and 7.3 percent in the Moderately Disturbed category. The differences between deaf and general-population children are substantial: almost 5 times as many severely disturbed deaf children and almost 3 times as many moderately disturbed.

Meadow and Schlesinger cautiously pointed to a limiting factor in their survey: it covered only deaf students in a residential school. They note, "Although this large-scale survey was conducted at a *residential* school for deaf students, we have no reason to believe that the prevalence of emotional problems among deaf students attending day schools is significantly less" (op. cit., page 347). The results from the Annual Survey cited above confirm their judgment. Emotional disturbance was more frequently noted among day students than residential students.

If these figures seem to paint too stark a picture, recall that some deaf children are not in any school setting because of their unstable behavior. The most disturbed deaf children are probably not represented in the above data. The situation, then, is most likely underestimated rather than overestimated in its seriousness.

Bases for the Lack of Attention to Emotional/Behavioral Problems of Deaf Children

Despite the excellent pioneering efforts of Meadow and Schlesinger, on the West Coast, and Altshuler and Rainer, on the East Coast, the emotionally disturbed deaf child has had comparatively little attention. A number of reasons may have contributed to this situation.

Studies done a decade or more ago indicated that deaf adults seemed to suffer from mental illness no more frequently than other adults (Rainer et al., 1963). Nor did deaf people seem more prone to psychotic breakdowns, though they did have a tendency toward more adjustment difficulties at or a little beyond the normal range (Rainer and Altshuler, 1966). By and large, then, the mental health needs of the deaf population did not appear to be more critical than for people in general.

Another factor, paradoxically, is the lack of facilities. The list of what is missing for the mental-health care of deaf children is as long as the problem is serious. Few schools have classes for emotionally disturbed deaf children. Worse, no teacher training program is presently preparing personnel for such classrooms. The amount of ongoing research must be declared miniscule in comparison to the need.

No wonder that many educators close their eyes to this crisis. What good would it serve to label a few children emotionally disturbed when there are no facilities for their care? But we are now faced with more than a few deaf children who require special attention for their mental health. The available statistics point to an epidemic.

Recommended Actions

What needs to be done? A great deal. Probably more than can be accomplished in less than a decade. An immediate step that would carry this problem far along toward solution is general recognition of its severity. Greater attention must be focussed on the need for personnel, facilities, research and services.

At New York University we have established a small project in cooperation with the Nassau County Board of Cooperative Educational Services (BOCES) and the New York State Department of Education. Supported by Dr. Beatrice Jacoby, New York State Supervisor in the Education of the Speech and Hearing Handicapped, the BOCES Deaf and Hard of Hearing Department has developed a pilot project for emotionally disturbed deaf children. A fine team led by Dr. Phoebe Lazarus and Ms. Elizabeth Evans, of BOCES, and Drs. Doris Naiman and Larry G. Stewart of New York University, designed a program to bring back into the educational system some deaf children too disruptive to their assigned classrooms to be accommodated. Beginning in September, 1971, six children were accepted into the project. While it is too early to determine success or failure for any of the procedures in this small project, some things can be said.

(A). The administrators must have a clear commitment to the program, because the children will seldom make instant progress.

(B). Parents must be involved to the greatest extent possible. Openness on the part of the authorities toward the parents with regard to the current assessment of, and future prognosis for, their children is essential. Most parents have been kidding themselves too long about their children's mental health, often with assistance from some teachers and counselors. Problems too serious to ignore have been brushed aside.

(C). The remedial program should be free to experiment. Continuing to do the same old things in new settings probably will help few if any of these disturbed youngsters.

(D). The personnel should avoid at all costs the assignment of blame. Too often being able to identify flaws in the parents or in the child's first-grade teacher becomes an excuse for a presently inadequate approach. Diagnosis has a place in the educational treatment of these children. Fault finding does not.

What do we at New York University hope will grow from this pilot project? First of all, we hope that it will yield results good enough to encourage many similar programs to begin elsewhere. The need for such special classrooms seems obvious.

Secondly, we are learning a great deal. We have begun by assuming that emotionally disturbed deaf children will, in general, respond favorably to principles and techniques which have been effective with emotionally disturbed children who can hear (Naiman, 1970). This point must be explored fully. If we do not need to do more than adapt procedures of known value with other children, then we can save much time in setting up programs for emotionally disturbed deaf children.

Finally, we recognize more than ever the great need for teachers specially prepared to manage deaf children with emotional problems. In the next two years we will explore the adoption of a curriculum to meet this special need. Should we design a concentrated inservice program or a new master's degree? Should we accept only teachers already certified to teach deaf children or should we seek people with different backgrounds and qualifications? These and many additional questions need answers.

Despite the many questions to be answered, we can all be certain about two fundamental points: Greater efforts need to be made to prevent the development of emotional problems in deaf students. These efforts must not be left to the schools alone; they must include the child's entire family. We need more concern for mental hygiene in the education of deaf children.

The other point is the stimulus for this paper. Steps to meet the current situation are urgently called for. Whatever the reasons, a sizeable proportion of deaf school children exhibit symptoms of serious emotional and behavioral problems. Whether the "true" rate of disturbance is 1 in 10 or 3 in 10 students, it is far too high to be met with less than vigorous action by all who are concerned with, and responsible for, the welfare of deaf children.

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STUDENT CHARACTERISTICS

James R. Speegle, Ph.D.
National Technical Institute for the Deaf
Rochester Institute of Technology
Rochester, New York

I am pleased to have the opportunity to discuss with you today the most important element of NTID: its students. It is important for all of us who work together to understand the parameters of this subset of the deaf population: for you in guiding students and for NTID in planning the most appropriate programs for each student.

Data regarding students are collected at several points:

1. At the time a student applies for admission, data are collected from the student himself, from the school, from the vocational rehabilitation agencies, and from the parents. These data are used to assess whether or not the student meets the admissions criteria established for NTID.

2. A second point at which student data are collected is at the time of arrival at NTID. Extensive testing is done at this time in order to develop standard measures given in similar testing situations. Tests given at this time include the Differential Aptitude Test and the College Guidance and Placement Tests.

3. From this point on, data are systemically collected and reviewed in order to maximize the opportunities for each individual student. These data are in the form of teacher

reports, counselor reports, social competence scales, program progress and change records, staffing reports, and grade reports.

All of this input and the continuous evaluation of a student's program form the basis of the system we call Student Programming and Progress Evaluation System. [1]* It is absolutely essential, as our history has helped to show us, to monitor student progress from the time of admission to graduation and very importantly, beyond. Success is measured both by how well NTID students do in their chosen programs and how well they adjust to the world of work. Both of these criteria are critical to the continuous updating of the programs we offer at NTID.

At this time, I would like to describe those students who have enrolled at NTID. We have found over the four years of our existence that the entering group of students each year is essentially similar statistically. Therefore, the data is based upon the 477 deaf students that have been served by NTID through the end of the calendar year 1971.

1. Number of students admitted: [2]

Academic year 1968-69 - 71
Academic year 1969-70 - 194
Academic year 1970-71 - 122
Academic year 1971-72 - 90
(Through calendar 1971) 477

* Numbers in brackets refer to visuals used in the presentation.

Admitted after January 1972 - 19

Expected Enrollment, 1972-73 - 140

Of these students, 338 were enrolled in NTID in the last quarter of 1971; 45 had graduated from curricula supported by NTID; 35 had been placed educationally in another post-secondary environment and 15 had been placed in jobs before completing a specific curriculum. Actual attrition rate due to educational or social reasons has been held to 7.5% of the students enrolled.

2. Demographic characteristics of the student body: [3]

   a) 63% male; 37% female;

   b) 47% reported residential schools as their last school attended;

   c) Average age: 20.4;

   d) Average hearing loss for speech (unaided): 96db;

   e) Average number of years in special education: 10;

   f) Geographic distribution: If we examine the geographic distribution of NTID students by census regions we see that the population is national as was intended by the legislation and that it tends to represent the population distribution of the United States: [4]

Census Regions	Number of Students Served
New England	56
Mid Atlantic	166
East North Central	97
West North Central	29
South Atlantic	27
East South Central	27
West South Central	7
Mountain	12
Pacific	54

3. Next we can look at measures of ability of the NTID student body. These measures taken following enrollment are derived from the Differential Aptitude Tests and the Comparative Guidance and Placement Program given in the years 1969, 1970, 1971

a) Differential Aptitude Test: [5]

Subtests	Percentiles (Hearing 12th grade norms)
Verbal Reasoning	20th
Numerical Ability	35th
Abstract Reasoning	40th
Clerical Speed & Accuracy	85th
Mechanical Reasoning	10th
Space Relations	50th
Spelling	65th

Generally the students tend to function at about the 8th grade level on many of the subtests. It should be stressed that these are only mean scores. The standard deviations of these tests are quite large as a result of the heterogeneous population served by NTID.

b) Comparative Guidance and Placement Program: [6]

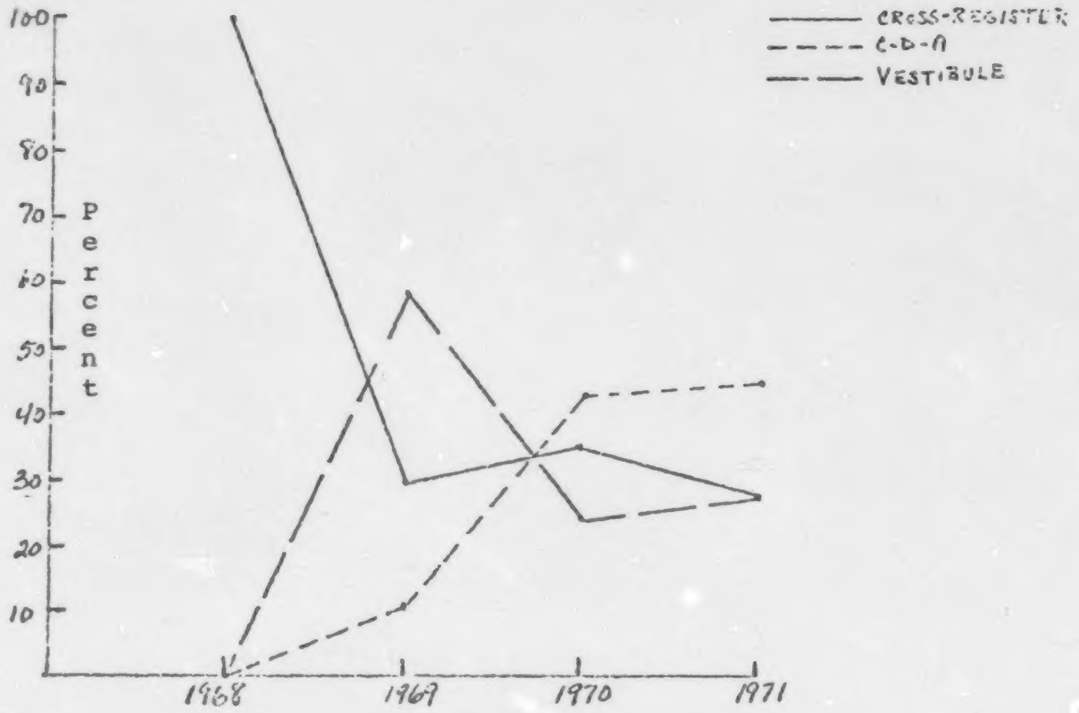
Subtests	Percentiles (Hearing junior college norms)
Reading	8th
Verbal	6th
Sentence	15th
Mathematics	38th
Year 2000	8th
Letter Groups	46th

c) Reading: a more in-depth look at the reading skills of the NTID student will indicate the tremendous hurdle the students must overcome to perform adequately compared to hearing students. These data are presented for students entering in 1971 only. The scales are developed from the CGPP Reading subtest and collapsed for use with the NTID [7] Communication Profile.

Scale	% of Students
1. Poor performance in 1st percentile or below for hearing students.	16%
2. Below average for NTID population and falling in 2nd percentile of hearing college students.	40%
3. Average for NTID population and between 3rd and 15th percentile for hearing college students.	24%
4. Above average for NTID population and between 16th-45th percentile for hearing college students.	8%
5. Superior for NTID population and between 46th-99th percentile for hearing college students.	12%

d) Interest -- only in terms of stated interest, does the NTID population seem to approximate the hearing college student. However, this only deals with stated interest as measured by the CGPP; it does not take into account changing interest patterns which have been characteristic of our students or depth of understanding of the interest areas stated by the student. Both of these latter categories suggest tremendous variability in the NTID students. As a concrete way of looking at interest we can examine first the overall registration history of deaf students and secondly the present program distribution of NTID students.

-- Historically, the NTID students have spread themselves in various programs in the following manner: (8)



Percent of Total Enrollees registered in Vestibule, Technical Education and Cross-Registered Programs during the past four years.

It can be seen that the proportion of cross registered students has decreased considerably as we have developed special Technical Education and Vestibule Programs to meet the needs of the deaf students.

-- At this time in our history, the students are registered in the following programs: [9]

Technical Education Programs	
Pre-technical	139
Visual Communications Technologies	14
Business Technologies	29
Engineering Technologies	26
Technical Science	14
	222

Cross-Registered Programs	
College of Fine and Applied Arts	12
College of Business	23
College of Engineering	23
College of General Studies	15
College of Photography	7
College of Printing	5
College of Science	14
	99

The colleges in which cross-registered programs are offered serve as a resource for NTID to tap in order to permit the deaf student to reach his maximum potential.

Concluding Remarks:

From the data presented it can be seen that the NTID student body is over one-half male, approximately one-half are from residential schools, they are slightly older than the hearing college freshman, they are profoundly deaf and geographically diverse. Based on measures of ability they skew toward the 8th grade, particularly on verbally loaded segments of any test. Their reading skills when compared to entering college freshmen show fully 88% of the students below the 45th percentile -- a tremendous disadvantage. Academically NTID students are extremely diverse and most have an achievement gap to hurdle in order to attain technical competence. It is for these reasons that we have developed a diversity of programs and exit levels and that we are building a comprehensive information system to monitor each student's progress. It is also important that our curricula be developed systematically in order to effectively and efficiently meet the needs of the deaf students.

Postsecondary Programs for Deaf Students in 1972

E. Ross Stuckless

Director, Office of Educational Extension

National Technical Institute for the Deaf

Background

Elementary and secondary education of deaf students dates back in this country a little more than 150 years, followed approximately 50 years later by higher education, with the founding of Gallaudet College.

Within the past five years we have witnessed a significant increase in the number of postsecondary educational programs available to deaf students, opening up new options for deaf students, particularly in technical and vocational education. There are a number of reasons for this development. With 50 percent or more of our hearing students now moving on to some form of tertiary education, it was to be expected that this movement should also include deaf students. Second, as the employment picture for deaf people began to look less favorable, it became evident that more deaf young people, like their hearing peers, needed training beyond the secondary level for today's occupations. Third, we began to touch the federal, state, and local conscience, resulting in legislation, funding, and commitment. Fourth, as will become evident, we have seen the emergence

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* This paper was prepared for the June, 1972, issue of American Annals of the Deaf.

of 1100 community colleges with an enrollment of almost 3 million students. As local citizens, deaf people have access to these institutions.

Postsecondary programs have proliferated at such a pace recently that it is virtually impossible for educators, counselors, parents, and deaf students themselves to keep pace with developments.

A number of national organizations of and for the deaf have expressed a wish that basic information on postsecondary programs for the deaf be assembled. In December, 1971, a group of administrators representing eight such postsecondary programs, with enrollments between 50 and 1000 deaf students, met informally in St. Paul, Minnesota, to share information. Among the priorities to emerge from that meeting was the expression of need to identify, and disseminate information about, various postsecondary programs now available to deaf students in this country.

Late in December, 1971, and through January, 1972,* a considerable effort was made to identify current and projected postsecondary programs for deaf students. The list ran to approximately 40. Questionnaires, sometimes followed by phone calls, were sent to the presidents or other known officials of these institutions. Contact was made with almost all. Most acknowledged that they did in fact have or were planning programs for deaf students. Several, however, replied that they had no expectation of organizing such a program.

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*Appreciation is expressed to the eight programs, to Dr. James DeNio of NTID, and to many others for attempting to trace down actual and rumored programs (estimated as high as 70).

While the investigator did not wish to establish explicit guidelines for what constitutes a program, he did adhere to the following very basic criteria:

(1) that the institution provide some special services for the deaf student,

(2) that there be one full time staff equivalent or more committed to deaf students in the institution,

(3) that there be cognizance of the communication needs of deaf students,

(4) that the program be available to deaf students directly upon graduation from a secondary program (undefined).

Before continuing, the investigator must emphasize the fact that in no way should the following descriptions imply an accredited list. This information is taken directly from data furnished by the various institutions. Much more information than presented in this article has been furnished by the respective institutions[1]. The following is intended simply to suggest potential programs, and to provide some basic information if the reader wishes to make direct inquiry. In spite of our efforts, it is probable that one or more programs have gone unidentified. The investigator can only apologize and ask that he be notified of any omissions for later correction.

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[1] A parallel article will appear in an upcoming issue of *Deafness*, a publication of PRWAD. A third publication, to be edited by Dr. Gilbert Delgado and this author, will be broadly distributed to deaf students at the secondary level. This will include specific areas of study offered by each program.

Programs

As of March, 1972, in the United States there appear to be 22 operational postsecondary programs for deaf students, and 4 additional programs projected to open with full-time deaf students in September of this year.

The following list presents current and immediately projected programs, and an indication of whom to contact for admissions information. In some instances, the admissions official is also the program director. In more instances, however, he is not. Programs are listed alphabetically, by state.

(a) Operational

1. Golden West College
15744 Golden West Street
Huntington Beach, California 92647

For admissions information contact:

Daniel Clere, Guidance Specialist
(same address)
Tel. 714-847-4489

2. Hacienda La Puente Valley Vocational School
15359 E. Proctor
City of Industry, California 91744

For admissions information contact:

Jean Smith, Coordinator, Deaf Program
(same address)
Tel. 213-968-4638

3. Riverside City College
4800 Magnolia Avenue
Riverside, California 92506

For admissions information contact:

William May, Coordinator for the Deaf
(same address)
Tel. 714-684-3240

4. San Diego Community Colleges
835 Twelfth Avenue
San Diego, California 92101

For admissions information contact:

Beverly McKee
Acting Administrative Assistant for Deaf Programs
733 Eighth Avenue
San Diego, California 92101
Tel. 714-232-7497

5. San Fernando Valley State College
Northridge, California 91324

For admissions information contact:

Dr. Thomas Mayes, Coordinator
Services for the Deaf
Room 220 Engineering Building
(same address)
Tel. 213-885-2614

6. Community College of Denver
1001 East 62nd Avenue
Denver, Colorado 80216

For admissions information contact:

Theodore Guttadore, Director
Center for the Hearing Impaired
(same address)
Tel. 303-287-3311

7. Gallaudet College
Florida Avenue at 7th Street, N.E.
Washington, D.C. 20002

For admissions information contact:

Bernard Greenberg
Director of Admissions and Records
(same address)
Tel. 202-386-6555

8. St. Petersburg Junior College
Clearwater Campus
2465 Drew Street
Clearwater, Florida 33515

For admissions information contact:

Thomas Howze, Coordinator
Program for the Deaf
(same address)
Tel. 813-544-2551

9. Northern Illinois University
DeKalb, Illinois 60115

For admissions information contact:

Gary Austin, Director
Program for the Speech and Hearing Impaired
(same address)
Tel. 815-753-1481

10. Iowa Western Community College
2700 College Road
Council Bluffs, Iowa 51501

For admissions information contact:

Bruce Hicks, Coordinator
Deaf Program
(same address)
Tel. 712-328-3831

11. Johnson County Community College
57 and Merriam Drive
Shawnee Mission, Kansas 66202

For admissions information contact:

Darrell Matthews, Coordinator
Program for the Hearing Impaired
(same address)
Tel. 913-236-4500

12. Jefferson County Area Vocational School
3101 Bluebird Lane
Jeffersontown, Kentucky 40299

For admissions information contact:

Jesse Wright, Counselor
(same address)
Tel. 502-267-7431

13. Delgado Vocational Technical Junior College
615 City Park Avenue
New Orleans, Louisiana 70119

For admissions information contact:

Douglas Wells, Project Director
(same address)
Tel. 504-486-5403

14. Genesee Community College
1401 East Court Street
Flint, Michigan 48503

For admissions information contact:

Bert Poss, Director
Program for Hearing Impaired Students
(same address)
Tel. 313-238-1631

15. State Technical Institute and Rehabilitation Center
Alber Drive
Plainwell, Michigan 49080

For admissions information contact:

Fred Daniels, Assistant Principal
(same address)
Tel. 616-664-4461

16. St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, Minnesota 55102

For admissions information contact:

Roger Reddan, Project Counselor
(same address)
Tel. 612-227-9121

17. National Technical Institute for the Deaf
Rochester Institute of Technology
1 Lomb Memorial Drive
Rochester, New York 14623

For admissions information contact:

Joseph Dengler, Coordinator of Admissions
(same address)
Tel. 716-464-2197

18. Tennessee Temple Schools
Chattanooga, Tennessee 37404

For admissions information contact:

L. D. Lockery, Registrar
(same address)
Tel. 615-698-1535

19. Eastfield College
3737 Motley Drive
Mesquite, Texas 75149

For admissions information contact:

Wilbur Dennis, Registrar
(same address)
Tel. 214-746-3100

20. Lee College
Box 818
Baytown, Texas 77520

For admissions information contact:

Thomas McGee, Project Director
210 Graystone building
1209 Decker Drive
Baytown, Texas 77520
Tel. 713-427-6531

21. Tarrant County Junior College
Northeast Campus
828 Harwood Road
Hurst, Texas 76053

For admissions information contact:

James Reed, Programs Coordinator
1400 Fort Worth National Bank
Fort Worth, Texas 76102
Tel. 817-336-7851

22. Seattle Community College
1625 Broadway
Seattle, Washington 98122

For admissions information contact:

Stanley Traxler, Director
Program for the Deaf
(same address)
Tel. 206-587-4183

(b) Projected for enrollment of deaf students in September, 1972

23. American River College
4700 College Oak Drive
Sacramento, California 95841

For admissions information contact:

Robert Allerton, Dean of
Student Personnel Services
(same address)
Tel. 916-484-8261

24. Santa Ana College
17th and Bristol
Santa Ana, California 92706

For admissions information contact:

Dr. Leroy Gloria, Dean of Special Service
(same address)
Tel. 714-547-9561

25. Columbus Technical Institute
550 East Spring Street
Columbus, Ohio 43215

For admissions information contact:

Douglas Slasor, Coordinator,
Deaf Program
(same address)
Tel. 614-221-6743

26. Community College of Philadelphia
34 South 11th Street
Philadelphia, Pennsylvania 19107

For admissions information contact:

Harry Serotkin, Assistant to
the President
(same address)
Tel. 215-569-3680

(c) Basic information about the 22 operational programs

Table 1 indicates some basic information about the institutions in which programs for deaf students are known to be located, and also the number of full-time deaf students enrolled in the 22 operational programs as of the Fall term of the 1971-72 academic year. Reference should be made back to the operational program listing in order to identify each institution by number.

Table 1 requires little interpretation. It is notable that of the 22 institutions, 19 offer certificate/diplomas, and 14 offer Associate degrees, while only 3 of the institutions offer Baccalaureate and advanced degrees. By the same token, it can be seen that these three institutions together enrolled 1399 full-time deaf students in September, 1971, accounting for two-thirds of the total full-time enrollment.

Attention is also drawn to the fact that 13 of the 22 institutions are community or junior colleges, usually awarding Certificate/Diplomas and Associate Degrees. In addition, all four institutions projecting programs for September are community colleges. Clearly, community colleges are rising to a need for postsecondary education of deaf students.

These 22 programs are distributed throughout 14 states and the District of Columbia. Among the information collected was a breakdown in terms of number of in-state and out-of-state residents in their programs.

As expected, the deaf student enrollment of Gallaudet College and NTID, both nationally mandated programs, collectively runs over 90 percent out-of-state.

Again, as expected, the deaf student enrollment of Delgado Vocational Technical College, Seattle Community College, and St. Paul Technical Vocational Institute, with federally supported regional programs collectively runs approximately 70 percent out-of-state, and 30 percent in-state.

In contrast, the remaining 17 programs collectively tend to be serving more in-state deaf students, approximately 80 percent being in-state students, and 20 percent out-of-state students.

Table 1. Instructional emphasis, certificates awarded, and number of full-time deaf students, in each of 22 operational programs.

Institution	Instructional emphasis		Certificates or degrees awarded				No. full-time deaf students, Fall, 1971
	Arts & Sciences	Tech/voc.	Cert/ dipl.	Assoc. deg.	Baccalaureate deg.	Grad deg.	
1	x	x	x	x			70
2		x	x				77
3	x	x	x	x			27
4	x	x	x	x			*
5	x				x	x	52
6		x	x	x			86
7	x				x	x	1009
8	x	x		x			20
9	9 month preparatory and exploratory program		x				32
10	x	x	x	x			12
11	x	x	x	x			14
12		x	x				18
13		x	x	x			75
14	x	x	x	x			*
15		x	x				18
16		x	x				90
17		x	x	x	x	x	338
18	preparation for the ministery		x				7
19	x	x	x	x			7
20		x	x	x			50
21		x	x	x			*
22	x	x	x	x			92
TOTALS	11	18	19	14	3	3	2094

* Became operational since Fall term

Table 2. Indication of some of the special services offered deaf students by each of the 22 operational programs.

Institution	Preparatory Activities	Interpreting	Tutoring	Notetaking	Vocational Counseling	Personal and Social Counseling	Vocational Placement	Speech and/or Hearing Services	Academic Advising	Manual Comm. Training	Supervised Housing
1.	x	x		x				x		x	
2.	x	x	x	x	x	x	x	x	x	x	x
3.		x	x	x	x	x			x	x	
4.	x	x	x	x	x	x	x	x	x	x	
5.	x	x	x	x	x	x	x	x	x	x	
6.	x	x	x	x	x	x	x		x	x	
7.	x		x		x	x	x	x	x	x	x
8.	x	x	x	x	x	x	x		x	x	
9.	x	x	x	x	x	x	x	x	x	x	x
10.	x	x	x	x	x	x	x		x	x	
11.	x	x	x	x	x	x	x	x	x	x	
12.	x	x	x		x	x	x	x	x	x	
13.	x	x	x	x	x	x			x	x	
14.	x	x	x	x		x			x	x	
15.	x	x	x	x	x	x	x	x	x	x	x
16.	x	x	x	x	x	x	x	x	x	x	x
17.	x	x	x	x	x	x	x	x	x	x	x
18.		x				x			x		x
19.	x	x	x	x	x	x	x	x	x	x	
20.	x	x	x	x	x	x	x		x	x	x
21.		x	x	x	x		x		x		
22.	x	x	x	x	x	x	x	x	x	x	x
Totals	19	21	20	19	19	20	17	13	21	20	9

Table 2 indicates, for the 22 programs (again numbered according to the earlier listing) whether each offers some form of "preparatory" activity, and certain special services. This is by no means an exhaustive list of services. One program, for example, provides instruction through the use of simultaneous speech and manual communication, eliminating the need for interpreting, while at the same time providing interpreters for special functions. More details can be obtained by contacting each program directly.

Conclusions

Obviously this article does not present a conclusive picture. Undoubtedly some programs have been excluded because they have not come to the attention of the investigator. He would appreciate hearing from them. New programs will emerge. Other institutions will probably elect not to maintain their present programs.

In the meantime it is incumbent upon educators, counselors, parents, and deaf students themselves to learn what they can about the various programs and what they offer, and to select an appropriate program based on individual student needs, interests, and abilities.

In order to capitalize on these postsecondary opportunities available to the deaf student, the educator must play a major role. Hopefully this information will prove of some help.

RECENT DEVELOPMENTS IN THE REHABILITATION SERVICES ADMINISTRATION IN RELATION TO THE DEAF

Boyce R. Williams
Director, Office of Deafness and Communicative Disorders
Rehabilitation Services Administration
Department of Health, Education, and Welfare
Washington, D.C.

Introduction

Labels of yesteryear sometimes persist. You will note in your program, VRA, an acronym which has long since been replaced by another, RSA, meaning Rehabilitation Services Administration. In reflecting upon this, I have wondered if we acquired an image of such durability in the VRA days as to submerge what we have earned meanwhile, and, if so, why.

In fairness to my hard working associates of recent years and partially to appease my own ego, I have concluded that the explanation is really quite simple, specifically that we have been remiss in advertising our advances north of the border.

Visibility

Cumulative manifestation of the effective involvement of you people, deaf consumers, other professionals, and the voluntary sector is the increased visibility of work for the deaf within the vocational rehabilitation organizational structure. Government responds to demonstrations of interest and demand. We now have the Office of Deafness and Communicative Disorders which is a division with co-equal status to all other RSA divisions. The implications are far-reaching for significant improvement in the rehabilitation thrust on behalf of deaf people.

Parallel to this, many of you are aware of the greater visibility of services to the deaf within your state vocational rehabilitation agencies. Statewide supervision of vocational rehabilitation services for deaf people and special counselors at strategic locations throughout the state are now quite commonplace, which is as it should be.

Management

In the process of responding to the policies and activities of a change in national administration, government reorganizes in ways to establish better relationships to the administration goals. We have been very much involved in recent years in developing planning skills to conform. The outcomes are specific plans which are labeled operational planning system, long range planning, research and demonstration strategy, and so on. Advantages of this kind of approach include the acceptance of appropriate program objectives generated by knowledgeable staff, the establishment of priorities that relate to fiscal capabilities, and some measure of assurance that we have operated in accordance with a schedule.

Another aspect of management re-direction is the well known move toward decentralization of implementation. This means that policies set in Washington will be carried out largely through Regional Office collaboration with the State vocational rehabilitation agencies. This has been viewed with more than a bit of concern by knowledgeable consumers and professionals because of awareness that vocational rehabilitation staff who are qualified to make judgements and evaluate work in the deaf area are relatively few. To compensate, we are in this next year arranging to establish an organization composed of one person from each of our 10 Regional Offices. It will meet at least annually to consider program needs, identify feasible action, establish priorities, and an action calendar.

Of course, we anticipate that educators of the deaf will lend their knowledge and abilities in reinforcement of these actions, not only when called upon but also in outreaching and advocacy. In other words, we expect that you will be invited to share in selected activities. However, do not wait. Be in touch, communicate your availability and interest.

In the same vein we frown upon any program planning and implementation that does not include full deaf consumer involvement. Fortunately, we can reflect with some pride upon our record of insisting that deaf consumers be involved every step of the way. In the light of our rewarding experience with this premise, we are truly amazed to come across some government, private, or other type of planning and implementation which has by-passed the deaf consumer. We know that such oversights doom the activity in question to failure or serious shortness of target.

Community Development

The past year in particular has seen much satisfying activity in responsiveness to community responsibility. Examples of this are the splendid letters that a number of you wrote to the Administrator regarding the need for a committee on the deaf to parallel the new committee on the blind. Each of these communications has a cumulative effect. They are indicators, that our top people would otherwise not have, that the needs of deaf people merit careful attention.

Red letter examples of community involvement were the informal meetings held by deaf leadership with the Commissioner of Rehabilitation Services Administration, Edward Newman, on May 10, 1971, and with the Administrator of Social and Rehabilitation Services, John Twiname, on February 4, 1972. These are the forerunners of other community input to our top leadership that we have been instructed to organize and which we will do. It is quite possible that meetings of this kind will lead to a formal advisory committee on deafness

Rewarding parts of our work are the fine performances by the voluntary and professional organizations with which we are deeply involved. The

Registry of Interpreters for the Deaf has moved a long way up the ladder of effectiveness since its establishment just a few short years ago. We are aware of real need for it to move forward organizationally to new levels. The RID must become and remain a national organization that relates as effectively as possible to the ever present needs of deaf people for a secure communication channel to the greater community with all of its ramifications. We must be very realistic both as educators and as rehabilitators about the true communication needs of our deaf population. We must avoid complacency with the limited input and output of thinking that is so common among deaf people in relation to our complex social structure. It is very unfair, a very serious deprivation of the mass of deaf people to hold them to standards which are achieved by only the very few. Accordingly, it becomes the obligation of each of us to lend our fiscal and professional support to the RID. We must become involved as individuals, as institutions, and as organizations.

The new member of the organizational family in deaf work, Professional Rehabilitation Workers with the Adult Deaf, is thriving, as you probably know. The two most recent conventions, in Rochester, New York, and in Washington, D.C., have drawn over 300 and 400 participants, respectively. They have proved to be stimulating meetings that tell it 'like it is.' We anticipate and need very much the growing contribution that this multi-discipline arena provides for workers with and for the deaf. We hope that more school administrators will become involved. The PRWAD provides a channel for the proof of the pudding.

Deafness in the 70's

A major activity already launched is a project to generate Department-wide and Nationwide interest in and concern for improving the circumstances of deaf people. It has been labeled "Deafness in the '70's." Gallaudet College is collaborating with the RSA in organizing and conducting it. It will be conducted under the Secretary's Priority Number 7, the disabled and handicapped who are socially disadvantaged, of which Ed Newman is the Department Chairman. Through this mechanism all of the pertinent HEW agencies will be fully involved.

The first step is to be an input conference scheduled for May 31 and June 1 and 2 at Gallaudet College. It will involve 37 agencies and organizations. They will present information about their services and aspirations for deaf people. The second step will be carried out by an executive committee that will use the input of this first conference to develop a format and an agenda for a large-scale meeting in the fall, something on the order of and relating to the Las Cruces series and building upon the Tarrytown recommendations.

We hope that all of you will be involved in the fall meeting which will probably be in late November or December. Further information will follow from Gallaudet College.

RT-17

Labels that carry special significance in our work are Delavan, Fort Monroe, Las Cruces, Knoxville, Tarrytown, and so on. Each was the setting for a significant advancement in work for deaf people. A new label which is gaining similar status is RT-17, meaing Research and Training Center Number 17 at New York University. Under the dynamic, responsive leadership of Dr. Jerome Schein, this Center is moving rapidly and constructively to come to grips with critical problems relating to the adjustment of deaf people. Dr. Schein is assembling a very strong team. We predict that in the years ahead you are going to find increasing satisfaction with the output of RT-17. I am sure that your President, Roy Stelle, with whom I work on RT-17 Advisory Board, shares my views.

Legislation

Many of you have been in touch regarding H.R. 8395, the Vocational Rehabilitation Amendments of 1972. There was much excitement and hope regarding Title III B which would have required each State to develop a minimal plan for vocational rehabilitation services to deaf clients and earmarked Federal grants to the States for that purpose. Unfortunately, from my view, this provision, as well as a parallel provision for the blind, was lost in the committee revision of the bill. Apparently the continuing concern among legislators is that if a single category of disability is singled out, there would be similar requests for all other categories. While my own belief is that this thinking is unrealistic in terms of what is handicapping about each disability, it is a fact that does persist.

On the positive side, it is exciting to know that Comprehensive Rehabilitation Centers for Deaf Youths and Adults did surface in the House approved bill that is now before the Senate Committee on Labor and Welfare. Hearings are expected to materialize very shortly if they are not now going on. The language of H.R. 8395 would authorize the establishment and operation of such rehabilitation centers for deaf youths and adults and also related professional training, research, and public information responsibilities. Clearly, this legislative proposal has tremendous implications for improving the socio-economic circumstances of the bottom half of the deaf population, thousands of whom now have no really effective service opportunity. A very large and persistent gap in our total national resource capability for deaf people would be closed by this legislation. We are hopeful.

1973

Without regard to possible legislative developments, our plans for 1973 will interest you and enlist your support.

In addition to the previously mentioned regional plan, we are embarking upon the development of a mechanism whereby the Federal government would become a model for the employment of deaf people. Informal preliminary discussions with the Civil Service Commission and others have brought into focus several factors that will be our primary concern in this project. At least one of these has vital significance for educators of the deaf as well as rehabilitators. It is the ever present need to improve sharply the capabilities of deaf people to respond appropriately to the demands of Federal employment situations. In other words, we need to do in our schools much better jobs of training deaf people to function at levels that reflect their native abilities. State vocational rehabilitation agencies must provide much more realistic and appropriate training and developmental services for the same general objective, greater ability to function in accordance with potential.

Another important action that is scheduled for Fiscal Year 1973 is the development of a model state plan that a given state may adapt to its own circumstances, thereby improving its capability for serving deaf people as well as others who are communicatively disordered. Naturally, schools for the deaf will be singled out as important elements in any effective state plan for vocational rehabilitation of deaf people. San Fernando Valley State College will manage this program. It is anticipated that five regional meetings will be held in Fiscal Year 1973 and five in Fiscal Year 1974.

The general pattern is that each state will send a team to its regional workshop. The team will consist of parents, rehabilitation workers, educators, and deaf consumers. The team for a given state will be selected by the state vocational rehabilitation agency in collaboration with the Regional Office. We assume that you people will be very much involved in this important activity.

Conclusion

Our regular day to day activities continue and grow apace. We have no illusions about mastering the challenge or having a breather. Meanwhile, we find reassurance in the proved fact that with your readiness to backstop and respond in many ways, we shall get the job done.

EDUCATION OF THE DEAF AND THE BUREAU OF EDUCATION FOR THE HANDICAPPED

Frank B. Withrow, Director
Division of Educational Services
Bureau of Education for the Handicapped
U. S. Office of Education

There are some 46,000 deaf children in the United States that receive partial benefit from the funds supplied by the Federal Government. The deaf among the handicapped as were the blind have been receiving some support from the Federal Government since the mid 1800s. Nevertheless, there is not a specific commitment by the Federal Government to assist the States and local agencies in sharing the educational costs for elementary and secondary education. The only money that is currently available is not on a shared cost basis. It is available for specific categorical aid of special interest to the Federal Government.

Those special interets that are provided by the Bureau through the Division of Education Services are:

1. $8,500,000 from Title I, P.L. 89-313 to State-supported programs, i.e., 20,000 children receiving service in state schools for the deaf;
2. $2,000,000 from Part B, Education of the Handicapped Act to serve the 26,000 deaf children in day school programs;
3. $2,000,000 from Title III, ESEA for innovative programs and centers to serve the 46,000 deaf children in both local and State programs;
4. $2,000,000 under the 10% set aside under the Vocational Education Act. Some states have declared state schools for the deaf as area vocational residential schools;
5. $1,000,000 under Part C, Education of the Handicapped Act for early childhood centers for deaf children;

6. $7,000,000 under Part C, Education of the Handicapped Act for deaf/blind centers serving the 4,500 deaf/blind children that were victims of the 1964-65 rubella epidemic;
7. $6,000,000 under Part F, Education for the Handicapped Act to provide captioned films, television and other educational technologies for the deaf. Our total budget in this area is $13,000,000 this year. In addition we estimated that our involvement with PBS and the commercial network will substantially increase the materials available to the deaf in captioned and other formats;
8. $3,000,000 under Part D, Education of the Handicapped Act is administered by the Division of Training Programs to provide for the training of educators of the deaf;
9. $1,500,000 under Part E, Education of the Handicapped Act is administered by the Division of Research to research programs for education of the deaf.

These nine items are direct programs administered in the Bureau of Education for the Handicapped for the benefit of deaf children. In addition the deaf receive support for KDES, MSSD, NTID and Gallaudet College. As you are aware the Rehabilitation Services Administration also supplies some monies for the deaf population in the areas of research, training, services and rehabilitation.

The average per pupil expenditure in residential schools for the deaf is $4,365. The average day school expenditure is about half of that figure. The total national bill each year for education of all deaf people is between $175-200 million. The Bureau provides in its various programs between $35-40 million of this bill.

What will the future hold for educational programs for the deaf with respect to Federal funds?

There are two major thrusts that the Federal Government is currently taking: (1) equal educational opportunities and (2) revenue sharing. You have perhaps heard more about equal educational opportunities in recent weeks than revenue sharing. Much of the emphasis has been concerned with the emotionally explosive issue of bussing for racial balance, however, underneath this most visible issue is equalizing educational opportunities for all children. The Federal courts in Pennsylvania, Minnesota and now in Texas have or are in the process of declaring that handicapped children are entitled (1) to an education and (2) wherever possible to an education in their home communities.

The second issue is finance. Who will pay? How much will be paid? What is the Federal Government's fair share? The Serano-Priest decision in California was the forerunner of a number of court decisions that will make the State the major source of educational revenue. In addition there is a likelihood that some form of revenue sharing will come from the Federal Government.

What does this mean for your schools? The current revenue sharing plans do not call for a "hold safe" on Title I, P.L. 89-313 funds, therefore, you will have to compete more effectively to maintain these funds. The money flowing from the Federal Government to your State Education Agency will be larger but earmarked monies will not be attached to these funds, therefore, you must if you are to get your fair share for deaf children learn the program, planning, budgeting and evaluation game.

To learn this game you must be able to establish clear statements of needs and problems in child centered ways. What needs to be done? What keeps the child from learning? Why should the problem be solved? What is your objective for reducing this problem? How will you go about reducing the need? What are the alternative strategies for reducing the need? How do you justify your program? What is the pay off? Why do it? Why spend scarce dollars for these programs as opposed to other educational or societal needs? How do you evalauate your results? How do you know the need has been reduced? Is your plan cost-effective and cost-beneficial? Your plan can be cost-effective and still lose out because there is no validity to it in terms of cost-benefits to society. For example, you could develop an excellent program that was very efficient in teaching deaf children to write Chinese characters, however, it would be totally useless in terms of its usefulness to the deaf person in our society.

The seventies will be a time where you will need to plan not only for your school but for your entire state. My best advice to you is to learn your State Education Agency, to learn your state's program, planning, budgeting and evaluation format. Unless you do this you will be out in the cold wondering what happened and deaf children will be short changed.

SUPPORTIVE SERVICES FOR POST-SECONDARY EDUCATION PROGRAMS FOR THE DEAF INCLUDING NOTE TAKING, INTERPRETING, TUTORING AND COUNSELING

Peter A. Wuescher, B.S., M.Ed.
Student Counselor, Delgado College
New Orleans, Louisiana

NOTE TAKING

The note taking process in the post-secondary programs for the deaf is done on a volunteer basis. As many as three hearing students make copies of their notes, using a special carbonless paper. At the beginning of the semester, the instructor introduces the class to the interpreter and then asks for volunteer note takers. At the end of each class lecture, one deaf student collects the notes, compiles them, and then makes ditto copies for distribution to the other deaf members of the class. Each student is alternately responsible for the note taking procedure.

Occasionally, after an instructor has had several classes with one particular deaf student, he may encourage that student to make his or her own notes during the lecture.

INTERPRETING

Interpreting is a vital phase in the integration of the young deaf adult in a community junior college. In order to function most effectively, interpreters have several roles - part-time interpreter, interpreter/tutor, counselor aid and tutor aid.

Part-time Interpreters and Interpreter Tutors have contact with the student in the classroom and are familiar with the instructor's method of presentation, course content, and problem solving methods, especially in math-oriented courses. From the interpreter's assessment of the difficulty of instructional presentation, he decides whether or not translation or interpretation is appropriate to convey classroom lectures to the deaf students. In a business law course, for example, material is presented rapidly in a very technical language. Legal terminology and related discussions must be translated to the students *verbatim*. Lower level training courses, such as plumbing, are often interpreted because of an informal classroom situation. The interpreter can give additional explanations to eliminate comprehension problems that perhaps would arise with a strict translation of the instructor's presentation. Time is also allowed for reverse interpreting so that deaf students can participate in classroom interactions and benefit from asking questions.

As Counselor Aid at Delgado Junior College the interpreter provides an important service to the student counselor as a classroom monitor to the student's training progress. The interpreter reports to the student counselor each student's class attendance and his general performance in the course.

As a Tutor Aid, the interpreter, under the supervision of a tutor, will assist in the explanation of vocabulary or in the solution of a problem. One problem which arises many times with the student is that a tutor may solve a problem using a different procedure than the classroom instructor. With the interpreter present during a tutoring session, the confusion is eliminated because the interpreter can assure that problem solving techniques are consistent.

Because of the importance of the interpreter's role in the training classroom and having first-hand knowledge of the student's performance in the classroom, a trend is being established in the Post-Secondary Programs for the Deaf for Interpreter-Tutors. The Community College of Denver now has an enrollment of 20 students in its Interpreter-Tutor program, which covers a 2 year study program in Manual Communication, Psychology of the Deaf, Techniques of Tutoring, and a specific occupational area.

TUTORING

Tutoring is a supportive service provided to assist the deaf student in problem solving, clarifying homework assignments and in developing study habits designed to meet the specific needs of a training course.

The student using tutoring services is seen by a tutor on either a scheduled or a non-scheduled basis. In the non-scheduled situation the student is self-referred and maintains the responsibility for establishing and meeting appointments with the tutor. Informal reports are made by the tutor to appropriate staff members so that this tutoring phase of the student's educational progress can be evaluated.

A student can also be seen on a scheduled basis by the tutor. A scheduled appointment is required if the student is referred for tutoring by an interpreter, an instructor, or a student counselor. In most instances a scheduled tutoring situation is developed because the student does not recognize a need for the service. To insure that the student is utilizing the tutoring services, his progress is monitored by a student counselor or another program staff member.

COUNSELING

The Counseling Service in the Post-Secondary programs for the Deaf plays an active role in assisting the deaf student in two areas, Academic Environment, and Community Environment. During the initial orientation period an individual counseling interview is scheduled with each student as a means to accomplish the following:

A. To initially identify the adjustment needs of the new student in regard to personal, social, and educational goals.

B. To establish the financial needs of the new student and to initiate in the student an understanding of his own financial situation.

C. To identify any other needs of the student, such as any covert or overt physical handicap in addition to the primary handicap of deafness.

D. To establish rapport with the student. The counselor who is to play a pivotal role in the student's life for the duration of that student's tenure in the Program, indicates during the initial interview an objective interest in the student and indicates a desire to work with the student in the task of pursuing the achievement of that individual's personal life goals.

After this initial counseling interview, and with the student attending classes, individual appointments and group meeting schedules are arranged for the student, and monitoring procedures are put into effect. The monitoring procedures focus around a system of open communication, which is an information flow between the student and his counselor, the counselor and his community and classroom contacts, and the counselor and the other members of the program staff. The counselor, in order to maintain his pivotal role with the student must have at his disposal all possible information concerning the student's educational and community adjustment. The student, because of this information flow can be assured, when he meets with his counselor, that the counseling session is based on the student's actual performance, and not bits and pieces of unrelated information.

Because of the nature of the counseling services in the post-secondary programs, and the length of time needed to clarify the different phases of these services, the author is including an outline of the areas of responsibility that the counselors at Delgado College focus on.

I. Educational
   A. Curriculum
      1. Plan with the student his course of study
      2. Contact the student's department advisor
      3. Maintain accurate records of the student's progress
      4. Notify the student's Vocational Rehabilitation Counselor
   B. Attendance
      1. Reports completed by the interpreter
   C. Achievement
      1. Mid-semester and final grade reports
   D. Study habits
      1. Time budgeting

        2. Homework
        3. Problem solving
    E. Classroom monitoring
        1. Visitation
        2. Teacher contact
        3. Written reports by the interpreters
    F. Tutoring
        1. Non-scheduled
            a. Informal written reports and verbal follow-up with the tutor
        2. Scheduled
            a. Attendance reports filled out by the tutor

II. Vocational
    A. The student's vocational objective
        1. Report from the Vocational Survey instructor
    B. Placement of the student
        1. Formal staffing
            a. The student's interest
            b. The student's performance in the preparatory courses
            c. The Vocational Rehabilitation Counselor's recommendation

III. Personal
    A. Motivation
        1. To assist the student in the establishment of his or her life goals

2. To help direct the student in the process of self-realization

B. Cooperation

1. To assist the student in successfully integrating and interacting in his society

C. Financial

1. The student's management of personal funds

a. The source of these funds

b. To assist the student in functioning appropriately to his or her financial situation while attending a post-secondary program for the deaf

IV. Social

A. Community relations

1. To work with the student in preparation for community interactions

a. Landlords and landladies

b. Hearing and deaf peers and elders

c. Community service personnel, such as doctors, dentists, and bank tellers

B. Behavior

1. Manners

2. Interpersonal relationships

3. Conformity to group norms

This paper is presented as a reflection of the author's experience and information gathered through correspondence received from other post-secondary programs and, also, the informal exchange of information relating to the development and functioning of supportive services by means of program visitation, conference attendance, and visitors to the Delgado College Program for the Deaf.

PRESENTATIONS

EDUCATIONAL IMPLICATIONS OF A MEDICAL TEAM APPROACH IN A SCHOOL FOR THE DEAF

ST. MARY'S SCHOOL FOR THE DEAF, BUFFALO, NEW YORK

"Introduction --- Medical Team Approach" ..... Gerald G. Porter

"Significance of Visual Defects in a Deaf Population" .... John Luhr, M.D.

INTRODUCTION: MEDICAL TEAM APPROACH

Gerald G. Porter
Coordinator of Medical Services
St. Mary's School for the Deaf
Buffalo, New York

In the field of deafness, the multiply handicapped deaf is probably the most talked about subject. But what actually is a multiply handicapped deaf youngster? How do we define them, and how do we diagnose them?

Today we are seeing deaf children in our educational programs who have handicaps over and above those presupposed by their hearing losses. Although some of these additional handicaps are very subtle in their nature, hard to define, and difficult to detect, their educational implications are alarming. Neurological, behavioral, emotional and learning disorders are significantly more common among the present deaf population.

In the past we often saw deaf children who were congenitally deaf due to heredity or were adventitiously deafened with a large number of these children hard of hearing and/or post lingually deafened. Now we are seeing a much more mixed population. In addition to the congenitally deafened due to heredity, we are seeing adventitiously deaf children who have profound losses and were deafened prelingually.

The largest number of deaf children that we are seeing today are congenitally deafened due to prenatal or perinatal traumas. This includes rubella, RH factor, prematurity (anoxia) and various other fetal insults. Major causes of congenital deafness and meningitis, the major postnatal cause of deafness, are also primary etiological factors causing brain-damage, psychiatric disorders and behavioral and/or learning disorders. We must, therefore, expect to find problems other than deafness in a large percentage of these children who have suffered such massive trauma to their central nervous system.

This brings us to the purpose of what we call our Medical-Educational Team Approach. Since diagnosis and treatment cannot be separated from our educational planning, our Medical Team actually operates within our school. All of the doctors come directly to our school for their examinations and conferences. Some of the advantages to such an in-service approach are:

1. instant and direct feedback.
2. ability for the staff to question and gain greater understanding of the medical findings.
3. ability of the Medical Team to gain more subtle, detailed and timely diagnostic information.
4. facility of communication with the individual under study.
5. ability for the Medical Team to obtain more quickly and reliably information regarding the efficacy of any on-going remedial program being reviewed.
6. opportunity for the education of the medical personnel involved as to the influence of deafness on certain learning and behavioral patterns

We have tried with our Medical Team Approach to bring to focus on those learning, behavioral and growth symptoms of our deaf children the latest in medical knowledge. By combining this with educational and psychological intervention, we hope to achieve a better resolution of these problems. Application of knowledge is the key and only through a true team effort of all concerned about the child (neurologist through houseparent) can such an application be successful.

We have discovered some things of a surprising nature. These we want to share, knowing that your deaf populations are probably very similar to ours.

SIGNIFICANCE OF VISUAL DEFECTS IN A DEAF POPULATION

John P. Luhr, M.D. F.A.C.S.*
Consultant Opthalmologist
St. Mary's School for the Deaf
Buffalo, New York

Since the inception of an intensified medical program in the School for the Deaf, a startling incidence of defects and handicaps have been uncovered. These are in addition to the basic deafness.

I. Incidence

The program began with a cycloplegic (with eyedrops) eye examination. This uncovered an unusually high percentage of significant refractive problems. In addition, other ocular abnormalities were found in an incidence higher than are found in the normal school population. With every examination of the statistics, relative and actual increases in the ocular defects have been noted. With the revision of the statistics and broadening the scope of examination, the incidence of defects and our actual increase in the percentage of defects is increasing.

II. The Problem

Considering only the ocular problems, there is a higher incidence of farsightedness (which makes it more difficult to read.) These are significant, repeat, significant refractive defects requiring glasses. Practically all were of a farsighted nature. When corrected, school performance appeared to improve. More recently, we have come upon a difficulty in accomodation, or focusing of the eyes for close work in addition to the farsighted problem. While our statistics are not available yet, the latter are running about 60% of students. This problem requires increased delineation and definition and statistical evaluation. It is evident that this is a significant and important defect in the deaf. Simply put, it means that a deaf student may only have the focusing ability of a person 45 years or older. This would make reading for any length of time a most difficult task, comparable to a person age 45 or older trying to read without the aid of a reading glass. Again, simply put, the treatment for this would be a bifocal.

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* Assistant Professor of Surgery (Opthalmology), State University of New York at Buffalo

III. Implications

A. Medical --- it is definite, from our studies, that there is an important need for at least ocular examinations in all schools for the deaf. Vernon's observations concerning the progress and attainment in the deaf and the problems thereof will have at least a partial solution in a more comprehensive ophthalmologic and medical survey of the deaf. The multiplicity and magnitude of these defects demand remediation.

B. Educators --- it is manifest that educators cannot expect the best effort from deaf students who are medically indigent. From the data we have at hand, a less than complete medical survey, preferably in the setting of the institution, is unfair both to the student and to the educator.

C. Research --- the educational feedback, that is, the attainments of children given adequate medical care, remains to be fully detailed. Statistical research in this area will prove that full educational potential in schools for the deaf (if St. Mary's is considered representative of such schools) will only be attained with intensified medical care. / See: Suggested Readings appendix, Luhr and Dayton/

EDUCATIONAL IMPLICATIONS OF A MEDICAL TEAM APPROACH IN A SCHOOL FOR THE DEAF

ST. MARY'S SCHOOL FOR THE DEAF, BUFFALO, NEW YORK

"Learning Disorders in Deaf Children with Special Reference to Minimal Cerebral Dysfunction" .... Robert Zwirecki, M.D.

"Who and Why of Organic Testing" .... David A. Stansberry

Thirty Representative Case Studies

Diagnostic Check Sheet --- Symptomatology

Suggested Reading List

LEARNING DISORDERS IN DEAF CHILDREN WITH SPECIAL REFERENCE TO MINIMAL CEREBRAL DYSFUNCTION

Robert Zwirecki, M.D.*
Consultant Neurologist
St. Mary's School for the Deaf
Buffalo, New York

St. Mary's School

I.) Incidence: One-third of population of school noted to have additional neurological problems.

Etiology:

I.) Brain Insults Before and at Birth
  1.) Bleeding in mother's pregnancy.
  2.) Long hard labor - 48 hr.
  3.) Abnormal presentation and difficult delivery.
  4.) Held back at birth.
  5.) Prematurity (birth weight 5½ lb.)

II.) Neonatal Complications
  1.) Subdural Hematoma.
  2.) Convulsions.
  3.) Cyanotic Spells.

III.) Post Natal Brain Insults.
  1.) Dehydration.
  2.) Meningitis and other infectious diseases.
  3.) Head Injury.

II.) Manifestations:

Overt	Borderline
a.) Cerebral Palsy	Minor choreoathetosis or tremor Isolated hyperreflexia Clumsiness - excessive
b.) Mental Deficiency	Mild or minimal retardation Overactivity, impulsiveness, distractability, short attention span, low frustration tolerance, tantrums, perseveration, concrete patterns of thought, difficulty in abstraction, dyscalculia.

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*Chief of Neurology, Mercy Hospital, Buffalo, New York

c.)	Cortical blindness or deafness	Impaired memory for shapes or designs. Minor receptive dysphasia.
d.)	Visual field defects	Impaired spacial concepts.
e.)	Astereognosia - impaired and point discrimination	Extinction - visual or tactile inattention.
f.)	Epilepsy	Abnormal EEG without seizures but with behavioral and emotional problems.

III.) Treatment: Depends on clinical picture and EEG findings.

1.) Ritalin
2.) Dexerdrine
3.) Valium
4.) Mellaril
5.) Zarontin
6.) Dilantin
7.) Phenobarbital
8.) Mysoline

IV.) Educational approaches:

1.) Avoidance of excessive pressure.
2.) Short breaks.
3.) Concrete approaches in teaching.
4.) New - "machine" teaching.

THE "WHO" AND "WHY" OF ORGANIC TESTING

David A. Stansberry
School Psychologist
St. Mary's School for the Deaf
Buffalo, New York

A: WHO? PSYCHOLOGICAL SCREENING FOR NEUROLOGICAL DYSFUNCTION

Neurologists, by virtue of the demands on their profession, are difficult people to involve in a diagnostic-remedial educational program. This factor plus the costs in time and money of extensive neurological studies, indicates that it is wise to try for the best possible returns of the investment of skill, time and money. Screening of the patient population is one way of ensuring this result.

The following factors are those we have found to be most indicative of the need for a neurological referral. They do not all appear in every case but a pattern including many of them has proven to be a successful indicator.

1.) Referred as a behavior or learning problem or both. (Lists of specific symptoms are included in the diagnostic check sheet.)
2.) Significant etiology listed as a cause of deafness. (Pre or post-natal trauma.)
3.) Intelligence tests indicate a discrepancy between achievement and potential.
4.) No obvious environmental factor appears to be of major significance.
5.) There is significant scatter on the various sub-tests of the W.I.S.C. (Wechsler Intelligence Scale for Children)
6.) Poor performance on drawing tests in relationship to age and intelligence. (Bender-Gestalt and Draw a Person)
7.) The child's pattern of behavior is inconsistent and inappropriate to the stimulus situation.
8.) Gross or fine motor coordination is poor and not consistent with maturational age norms.
9.) The presence of other handicapping physical conditions which indicate the severity of the original trauma.

B: THE "WHY" OF NEUROLOGICAL DIAGNOSIS

"why Bother?"
"It's a waste of time and money!"
"You can't change brain damage anyway!"
"The kid has enough problems without giving him more!"

It is not uncommon to hear these statements or to meet them as attitudes. It is important to try to answer such questions and modify such attitudes.

Why Diagnose?

1.) Significant attitude change in people directly involved in the education of the child. Once an organic factor has been established as playing a causative role in the child's behavioral-learning pattern, the reactions of teachers, house parents and parents, becomes more accepting, supportive and therapeutic.
2.) Possibility of direct intervention medically through various medications.
3.) Possibility of significant curriculum change being made more specific to the individual. It both highlights the importance and aids in the implementation of individual programming.
4.) Aids in planning of group programs as opposed to individual ones in terms of:
    a.) Size of affected population.
    b.) Concept of effective class size.
    c.) Number of educational tracts needed.
    d.) Type of teacher training programs.
    e.) Additional workshops for teachers and staff.
    f.) Additional teacher support needed (assistants, equipment, new curricula materials).
5.) Possibility that major changes may be necessary as to our understanding of what kinds of educational problems deafness imposes. This, in turn, may change the rationale for various educational methodologies in common use today.

Have we blamed the lack of early verbal stimulation for too much? Have we, perhaps, put too much emphasis on deafness in thinking of it as the sole causative factor in:

1.) Poor reading ability.
2.) Poor language ability.
3.) Delayed emotional and social maturation.
4.) Conceptual difficulties in abstract thinking.

Neurological and Opthalmological information about our deaf population may not only cause us to question some of our present beliefs, but may point the way to providing answers for these new questions.

THIRTY CASES REPRESENTING TYPICAL FINDINGS OF THE MEDICAL-EDUCATIONAL TEAM

	Etiology	Audiological	Psychological test	Basis for Referral
1	Premature - 6 mos. Jaundice - Apnea	Profound Sensorineural	Bright Normal Visual Motor Dysfunction	Hyperactive Attention - Span
2	Congenital Unknown	Severe Sensorineural	Average Organic and Emotional	Learning - Behavior Hyperactive Attention - Span
3	Congenital Placental Damage Anoxia	Profound Sensorineural	Average CNS Disorder	Language Disorder Impulsive Attention Span
4	Congenital Unknown	Profound Sensorineural	Average Organic	Hyperactive Aggressive Emotionally Labile
5	Congenital Hereditary	Profound Sensorineural	Average Organic	Severe Temper Outbursts Communication Disorder
6	RH Factor Athetoid Quadriplegia	Profound Sensorineural	Average	Attention Span Retention Low Achiever
7	Congenital Hereditary	Profound Sensorineural	Bright Normal Organic	Behavioral Disorder
8	RH Factor (Twin)	Profound Sensorineural	Dull Normal Organic	Low Achiever
9	Rubella	Profound Sensorineural	Dull Normal Organic	Visual - Motor Perceptual
10	Rubella Premature Mal-Absorption Syndrome	Profound Sensorineural	Dull Normal Organic	Medical Academic } Problems

Neurological Consultation	EEG Data	Recommendations	Results	
Organic Cerebellar	Inactive Epileptogenic focus - Left Central	Medication (Dilantin)	Improvement	1
Organic Recommend E.E.G.	Multiple Sharp Waves - Left Central	Medication (Dilantin & Ritalin)	Improvement	2
Suspect Chromosone Abnormality	None	Chromosone Study (Negative) Curriculum Modification	Improvement	3
Suspect Organic	Negative	Psychiatric Study (Negative) Medication (Ritalin)	Marked Improvement	4
Suspect Organic	Multiple 7-14 Positive Spikes	Medication (Dilantin) Counseling	Improvement	5
Congenital double Athetosis secondary to Kernicterus	Prominent Theta Slowing - Central Diffuse Damage	Medication (Valium) for Motor Control	No Improvement	6
Blind - Right Eye Rec. EEG	7-14 Positive Skipes	Medication (Ritalin)	Improvement	7
Suspected Cortical damage	Diffuse Slow Wave Occipital Lobe	Medication (Ritalin)	Improvement	8
Minimal Cerebral Dysfunction Suspect Focus	Inactive Epileptogenic focus - temporal Diffuse Slow Wave	Medication (Phenobarbitol)	Improvement	9
Cerebral Damage	Moderately Severe Diffuse Slow Wave Disorder - Temporal and Occipital	Medication (Ritalin)	Depressive Reaction Discontinue - Spec. Education Program - Slow Impro	10

	Etiology	Audiological	Psychological test	Basis for Referral
11	Congenital Jaundice	Profound Sensorineural	Borderline Organic	Learning Suspect Seizure
12	Congenital Hereditary	Profound Sensorineural	Superior	Suspect Seizure
13	Congenital Unknown	Profound Sensornieural	Superior	Suspect Seizure
14	Meningitis 4 years	Profound Sensorineural	Bright Normal	Suspect Seizure Post Motor Apathy
15	Rubella Respiratory Distress	Severe Sensorineural	Dull Normal Organic	Temper Outbursts Perceptual - Motor Retention
16	Congenital Unknown	Profound Sensorineural	Average	Learning Attention Span Lethargic
17	4 months Suspect Meningitis or Viral Encephalitis	Profound Sensorineural	Bright Normal	Attention Span Impulsive Hyperactive
18	Congenital Unknown	Profound Sensorineural	Bright Normal	Hyperactive Disruptive
19	High Fever 18 Months	Severe Sensorineural Possible Conductive Element	Average Organic	Hyperactive Perception Attention & Retention
20	High Fever 8 Months	Profound Sensorineural	Average	Medical Suspected Seizure

Neurological Consultation	EEG Data	Recommendations	Results	
Cerebral Damage Possible Seizure Focus	Inact. Epileptogenic Focus - Rt. frontal Diffuse slow wave - Occipital	Medication (Mycoline)	Improvement	11
Recommend EEG	Centralencephalic	Medication (Phenobarb)	Improvement	12
Hypotonia Suspect Seizure	Epileptogenic focus Left frontal Sharp Dysrhythmia	Medication (Dilantin)	Improvement	13
Cerebral Damage Possible focus	Centralencephalic Focus	Medication (Zarontin)	Improvement	14
Cerebral Damage Poss. 7-14	Bursts - slowing R & L Central and Temporal	Medication (Dilantin)	Marked Improvement	15
Organic Minimal Cerebral Dysfunction	Multiple sharp waves Waves Left Central	Medication (Dilantin)	Marked Improvement	16
Brain Damage Suspect Focus	Mod. sharp Diffuse slow wave - Occipital Abnormal background Rhythm	Medication (Ritalin)	Improvement	17
Minimal Cerebral Dysfunction	6-14 Positive Multiple Bursts	Medication (Dilantin)	Improvement	18
Possible Cerebral Damage	Moderately Severe Diffuse Slow Wave	Medication (Ritalin)	Marked Improvement	19
Mild Cerebellar Signs - Suspect Seizures	Multiple Sharp Wave R.Mid, R. Central and Temporal	Medication (Dilantin)	Improvement	20

	Etiology	Audiological	Psychological test	Basis for Referral
21	Premature	Profound Sensorineural	Bright - Normal	Hyperactivity Temper Tantrums
22	RH Factor	Profound Sensorineural	Bright - Normal Organic	Immaturity Poor Achiever
23	Rubella	Severe Sensorineural	Bright - Normal Organic	Temper Outbursts Severe
24	Spinal Meningitis 4 months	Profound Sensorineural	Average Organic	Attention Comprehension Motor
25	18th Chromosone Defect Congenital	Severe Sensorineural	Borderline +	18th Chromosone Lesion Fearful, Withdrawn
26	Rubella	Profound Sensorineural	Autism or Cerebral Immaturity	Medical Suspect Organic or Psychiatric
27	Congenital Unknown	Profound Sensorineural	Average Motor Slowing	Suspect Seizure
28	Rubella	Profound Sensorineural	Average Organic	Hyperactive Disruptive Attention Span
29	Rubella	Profound Sensorineural	Bright Normal Visual Motor Emotional	Disruptive Temper Outbursts
30	Premature 7 months Birth wgt. 4 lbs.	Profound Sensorineural	Bright Normal	Hyperactive Fearful Distractable

Neurological Consultation	EEG Data	Recommendations	Results	
Damage Left Hemisphere Inf. Hemiplegia	Mild Diffuse Slow Wave Disorder Occipital	Medication (Ritalin)	Improvement	21
Minimal Brain Dysfunction Mild Motor Signs	7-14 Positive Spikes - Mild Slow Wave Disorder - Occipital	Medication (Ritalin)	Discontinued Negative Reaction Continuous Review	22
Minimal Cerebral Dysfunction and Suspect Seizure	Sharp Waves left anterior Temporal	Medication (Ritalin)	Psychiatric Referral Placed in school near home.	23
Cerebral Damage Suspect Focus	Inactive Epileptogenic Focus - left frontal	Medication (Dilantin)	Improvement	24
Organicity Rec. EEG	Mild Diffuse Slow Wave - Occipital 6-14 Spikes Temporal	Medication (Dilantin)	Marked Improvement	25
Basic Brain Damage	Slowing 1.5 C.P.S. Occipital Cerebral Immaturity	Special Class Placement	Improvement	26
Mild C.P. Lft. Hemisphere Poss. Psycho-motor spells	Moderately Severe Diffuse slowing Occipital	Medication (Dilantin)	Improvement	27
Cerebral Damage blind rt. eye Skull Films Suggest Sturge Weber Syndrome	Moderately Severe slowing Occipital	Medication (Dexedrine Valium)	Marked Improvement	28
Organic Sequale Brain Injury	Moderately Severe Diffuse slowing Frontal	Psychiatric Review Medication (Dilantin)	Improvement	29
Brain Damage Hyperkinesis Anxiety	Dysrhythmia Sharp bursts of 6 C.P.S. Frontal Mild slowing Occipital	Medication (Dilantin & Phenobarb)	Marked Improvement	30

Name: ____________________ Date: ____________________

B.D.: ____________________ Rated by: ____________________

Grade: ____________________ Relationship of Rater: ____________

Etiology: ____

Please circle "Yes" or "No" where appropriate. If you have no knowledge in a particular area, leave it blank.

A. Test Performance Indicators

1. Spotty or patchy intellectual deficits. Achievement low in some areas; high in others. Yes No
2. Below mental age level on drawing tests (man, house, etc.) Yes No
3. Geometric figure drawings poor for age and measured intelligence. Yes No
4. Poor performance on block design and marble board tests. Yes No
5. Poor showing on group tests (intelligence and achievement) and daily classroom examinations which require reading. Yes No
6. Characteristic subtest patterns on the Wechsler Intelligence Scale for Children, including "scatter" within both Verbal and Performance Scales; high Verbal—low Performance; low Verbal—high Performance. Yes No

Comments:

B. Impairments of Perception and Concept-formation

1. Impaired discrimination of size. Yes No
2. Impaired discrimination of right-left and up-down. Yes No
3. Impaired tactile discriminations. Yes No
4. Poor spatial orientation. Yes No
5. Impaired orientation in time. Yes No
6. Distorted concept of body image. Yes No
7. Impaired judgment of distance. Yes No
8. Impaired discrimination of figure-ground. Yes No
9. Impaired discrimination of part-whole. Yes No
10. Frequent perceptual reversals in reading and in writing letters and numbers. Yes No
11. Poor perceptual integration. Child cannot fuse sensory impressions into meaningful entities. Yes No

Comments:

C. Specific Neurologic Indicators

1. Few, if any, apparent gross abnormalities. Yes No
2. Many "soft," equivocal, or borderline findings. Yes No
3. Reflex assymetry frequent. Yes No
4. Visual impairment. Yes No
5. Hearing impairment. Yes No
6. Strabismus. Yes No
7. Nystagmus. Yes No
8. High incidence of left, and mixed laterality and confused perception of laterality. Yes No
9. Hvperkinesis. Yes No
10. Hypokinesis. Yes No
11. General awkwardness Yes No
12. Poor fine visual-motor coordination. Yes No

Comments:

D. Disorders of Motor Function

1. Frequent athetoid, choreiform, tremulous, or rigid movements of hands. Yes No
2. Frequent delayed motor milestones. Yes No
3. General clumsiness or awkwardness. Yes No
4. Frequent tics and grimaces. Yes No
5. Poor fine or gross visual-motor coordination. Yes No
6. Hyperactivity. Yes No
7. Hypoactivity. Yes No

Comments:

E. Academic Achievement and Adjustment

1. Reading disabilities. Yes No
2. Arithmetic disabilities. Yes No
3. Spelling disabilities. Yes No
4. Poor printing, writing, or drawing ability. Yes No
5. Variability in performance from day to day or even hour to hour. Yes No
6. Poor ability to organize work. Yes No
7. Slowness in finishing work. Yes No

Comments:

F. Disorders of Thinking Processes

1. Poor ability for abstract reasoning. Yes No
2. Thinking generally concrete. Yes No
3. Difficulties in concept-formation. Yes No
4. Thinking frequently disorganized. Yes No
5. Poor short-term and long-term memory. Yes No
6. Frequent thought perseveration. Yes No

Comments:

G. Physical Characteristics

1. Excessive drooling in the young child. Yes No
2. Thumb-sucking, nail-biting, head-banging, and teeth-grinding in the young child. Yes No
3. Food habits often peculiar. Yes No
4. Slow to toilet train. Yes No
5. Easy fatigability. Yes No
6. Enuresis. Yes No
7. Encopresis. Yes No

Comments:

H. Emotional Characteristics

1. Impulsive. Yes No
2. Explosive. Yes No
3. Poor emotional and impulse control. Yes No
4. Low tolerance for frustration. Yes No
5. Reckless and uninhibited; impulsive then remorseful. Yes No

Comments:

I. Sleep Characteristics

1. Body or head rocking before falling into sleep. Yes No
2. Irregular sleep patterns in the young child. Yes No
3. Excessive movement during sleep. Yes No

4. Sleep abnormally light or deep. Yes No
5. Resistance to naps and early bedtime, e.g., seems to require less sleep than average child. Yes No

Comments:

J. Relationship Capacities

1. Peer group relationships generally poor. Yes No
2. Overexcitable in normal play with other children. Yes No
3. Better adjustment when playmates are limited to one or two. Yes No
4. Frequently poor judgment in social and inter-personal situations. Yes No
5. Socially bold and aggressive. Yes No
6. Inappropriate, unselective, and often excessive displays of affection. Yes No
7. Easy acceptance of others alternating with withdrawal and shyness. Yes No
8. Excessive need to touch, cling, and hold on to others. Yes No

Comments:

K. Variations of Physical Development

1. Frequent lags in developmental milestones, e.g., motor, language, etc. Yes No
2. Generalized maturational lag during early school years. Yes No
3. Physically immature. Yes No

Comments:

L. Characteristics of Social Behavior

1. Social competence frequently below average for age and measured intelligence. Yes No
2. Behavior often inappropriate for situation, and consequences apparently not foreseen. Yes No
3. Negative and aggressive to authority. Yes No

4. Antisocial behavior. Yes No

Comments:

M. Variations of Personality

1. Overly gullible and easily led by peers and older youngsters. Yes No
2. Frequent rage reactions and tantrums when crossed. Yes No
3. Very sensitive to others. Yes No
4. Excessive variation in mood and responsiveness from day to day and even hour to hour. Yes No
5. Poor adjustment to environmental changes. Yes No
6. Sweet and even tempered, cooperative and friendly (most commonly the so-called hypokinetic child). Yes No

Comments:

N. Disorders of Attention and Concentration

1. Short attention span for age. Yes No
2. Overly distractible for age. Yes No
3. Impaired concentration ability. Yes No
4. Motor or verbal perseveration. Yes No
5. Impaired ability to make decisions, particularly from many choices. Yes No

Comments:

Adapted from NINDB Monograph No. 3, Public Health Service Publication No. 1415, 1966

These are the ten characteristics most often cited to be highly correlated with neurological impairments.

Please check those which you feel apply to the child in question.

___ 1. Hyperactivity.
___ 2. Perceptual-motor impairments.
___ 3. Emotional lability.
___ 4. General coordination deficits.
___ 5. Disorders of attention (short attention span, distractibility, perseveration).
___ 6. Impulsivity.
___ 7. Disorders of memory and thinking.
___ 8. Specific learning disabilities:
    a. Reading.
    b. Arithmetic.
    c. Writing.
    d. Spelling.
___ 9. Disorders of speech and hearing.
___10. Equivocal neurological signs and electro-encephalographic irregularities.

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people and the needs which our society has for the human qualities deaf people possess.

Not only does Gallaudet have a new and challenging mission, but it has a new way of functioning. Gallaudet College is deliberately becoming an institution which is increasingly characterized by three words: interdependence, involvement, responsiveness. The College has advisory committees or boards for all of its major programs. The administrative structure of the College has been altered so that faculty, students, and staff participate in the deliberative processes, especially those which affect the instructional program and policy-making procedures of the College. The College not only shares information with alumni throughout the nation but it frequently solicits opinions from the alumni and relies heavily on the Gallaudet College Alumni Association Board of Directors for ideas and feedback. The College has also made a deliberate effort to reach out and involve a wide range of groups and public figures. They have responded well and many have made commitments to continue to work with Gallaudet College and deaf people.

The new mission of the College and its new style of working take specific forms. Dean Schuchman, Dean Delgado, and Mr. Gannon will present brief reports on specific activities which will illustrate the nature of change on Kendall Green.

Undergraduate Program Today

Within the last 2 years, there has been a great deal of change within the undergraduate program on Kendall Green. Although there is insufficient time to list all of them here this afternoon, I would like to bring your attention to 3 significant changes on the campus: (1) curriculum changes, (2) educational services, and (3) hearing students.

Although Gallaudet College continues to support its basic liberal arts curriculum which permits undergraduate students to select from 25 major fields of study, the faculty and administration have responded to requests from the students, graduates, deaf community, and others interested in the College for the establishment of more courses which may be labeled as pre-professional in nature. Let me give you 3 examples of our response. First, we now have major fields of study in sociology-social work and psychology-social work which permit students to directly enter the social work field or pursue further graduate study. In addition to regular classroom work, the program requires extensive field work with agencies in the Washington metropolitan area such as St. Elizabeth's Mental Hospital. Second, in the fall of 1972-1973, Gallaudet College will offer a limited selection of courses in education. We still subscribe to the policy that deaf students should defer the bulk of the teacher-training program until after the completion of the baccalaureate degree. Yet at the same time, the College recognizes its obligation to provide introductory and exploratory courses to the undergraduate student. In addition to the opportunity for students to discover whether they have a real interest in a teacher-training program, it will provide our own graduate program with an opportunity to initially screen graduate school applicants from Gallaudet. Third, I would like to emphasize that many of our departments of instruction are actively seeking ways in which to make their respective curricula more responsive to the needs of the students and the world of work. Even our history department, of which I am a teaching member and which is about as traditional a liberal arts field of study that one may encounter, has sought to provide out-of-classroom experiences for its students. This summer, the department and the Smithsonian Institution will provide a course of study in which students will spend most of their time in archival work at the Museum. Through these 3 examples, social work, education, and history, I hope that you will have some insight into the direction the undergraduate curriculum is moving.

In support of the curriculum, we established an educational services unit in the fall of 1970. The purpose of the Office of Educational Technology is to provide the Gallaudet faculty and students with information and facilities representing the latest developments in instructional technology, materials, and procedures, and to establish research and development programs related to the education of hearing-impaired students. The creation of this unit resulted from an observation 2 years ago that whereas the College had some technical capabilities present on the campus, those capabilities were not particularly being directed toward the improvement of learning. With the reorganization, we have now converted our computer center from a batch-oriented system to a time-sharing system in which students and faculty may have direct access to the computer via terminals. As a result, many of our students are in the process of developing the computer sophistication that is so necessary for an educated individual in the 20th century. In addition to the computer, we converted our television capability, which was previously limited to the coverage of athletic events, to one in which we now have a campus-wide communication network through which we provide captioned programs, news events, local messages, and departmental productions. The computer and television are only 2 illustrations of the direction in which the College is moving in order to bring the capabilities of educational technology to bear upon the problems of deaf students.

As you know, virtually all other post-secondary programs for deaf students are structured within an integrated institution. By integrated, I mean hearing and deaf students within the same program. Gallaudet College continues and will continue to serve the deaf population but it has begun within the past 2 years to accept hearing students as special non-degree students because we believe that there are educational benefits to be derived by both hearing and deaf students on our campus. The presence of hearing students on the campus evolved from 3 programs: (1) exchange programs, (2) special non-degree students, and (3) consortium students.

In January, 1971, Gallaudet College permitted 2 students from Oberlin College to spend a special 1-month term of study on Kendall Green (at Oberlin, this is called winter term). As a result of that short visit, Gallaudet and Oberlin agreed to establish a student-exchange program wherein students from each campus would be able to study at the other institution for 1 semester. At present, 2 Gallaudet students are enrolled at Oberlin, and from my latest reports, they are doing well in their studies. The 2 schools, as a part of the program, have also established a cultural exchange in which, for example, Gallaudet presented Shakespeare's "Taming of the Shrew" at Oberlin this past March. In support of this exchange, Gallaudet College conducted a workshop at Oberlin for 1 month attended regularly by 30 Oberlin students who received drill and practice in manual communication and an orientation to deafness. In the future, we hope to establish exchange programs with other colleges.

Besides the exchange program, the College now accepts for a stay of 1 year or less, special non-degree hearing students who indicate an interest in the field of deafness. Let me emphasize here that we are speaking of a small number of students since we, as a policy matter, would never admit a hearing student to the exclusion of a qualified deaf student. As of the spring semester of 1972, approximately 12 hearing students from Stephens College (Mo.), University of Maryland, Western Maryland, NorthernVirginia Center (University of Virginia), Clarion State College (Pa.), and Oberlin College (Ohio) have spent 1 or more semesters on the Gallaudet College campus.

The third program which accepts hearing students is one in which we have little experience to date--the consortium. This spring, Gallaudet College was invited and accepted to join the Washington Metropolitan Consortium of Universities as an associate member. In effect, subject to class size limitations, our students and students from member institutions will be able to cross-register for courses in the respective colleges and universities. We are confident that this will enable interested students to broaden their educational experiences while at Gallaudet College.

In summary, the undergraduate program is in the midst of change which we think is responsive to the needs of our students and to the requests of the many individuals interested in the welfare of the College. Although these changes are relatively new, it is my belief that they are in the right direction.

The Graduate School--Program and Plans

Presently the Graduate School offers 2-year graduate study programs in education of the hearing-impaired and audiology. This past year we have planned a 2-year program to prepare school counselors for the deaf. Under Dr. Norman Tully, Chairman of the Department of Counseling, this program will begin with 20 students during the 1972-73 school year.

The Graduate School now has 68 degree students and almost 30 special (non-degree) students. Projected enrollment is anticipating a student body of 250-300 students within a 5-10 year period.

In order to best plan for programming, to help us determine areas of professional training best suited to the College, to broaden the now limited graduate study opportunities for deaf persons, an assessment of needs was conducted. A 65% response was received from 478 administrators, deaf leaders, organizations of and for the deaf, speech and hearing facilities, etc. The results of the survey indicated the following priorities:

1. Teacher of the Multiply Handicapped Deaf
2. Psychologist
3. Leadership (Administration)
4. Vocational Rehabilitation Counselor
5. Social Worker

Based on needs identified, available resources at Gallaudet, long range goals and cost effectiveness, it appears the Graduate School should best focus its energies in the areas of:

Masters Level

1. Teacher of the Multiply Handicapped Deaf
2. Psychologist (Counseling)
3. Administration
4. Social Work

Doctoral Level

1. Administration
2. Psychology (Clinical)

Strategies to implement an expanded program must be based on cost effectiveness. We hope through the Consortium of Universities or other inter-university affiliation to open up graduate studies in specific content disciplines. In short, we will attempt to establish on-campus graduate study programs where the needs are greatest and the market is somewhat constant. Other programs will evolve in affiliated on and off-campus studies to be done at Gallaudet with the degree granted from here, in other areas the minor part of the study conducted here with the degree granted by the affiliated institution.

Other general developments include:

1. A preliminary proposal to train Vocational Rehabilitation Counselors, now being reviewed.
2. Re-design of curriculum based on competencies.
3. Exploration of moving some programs from the master's level to that of Educational Specialist.

4. Developing a plan to provide international service to emerging nations or nations needing assistance to effect programs to serve their deaf citizens. This plan envisions arranging for teams of experts going to nations needing this service, training their staff, assisting schools, clinics, universities, government agencies, social agencies, and the deaf community in general. The object would be to provide the training at their own location, utilizing the resources they have available.

Consortium of Universities

During the January, 1972, meeting of the Board of Directors, it was agreed that Gallaudet should accept the invitation from the Washington, D. C., Consortium of Universities to become an Associate Member. The membership now includes: Georgetown University, George Washington University, The Catholic University of America, Howard University, and American University as regular members and Trinity, Dunbarton, D. C. Teachers, and Gallaudet College as Associate Members.

Previously, the cooperating plan was limited to graduate students. Under the present arrangement it will include all undergraduate students as well. We feel this association will be very meaningful to our students. It will:

1. Make available up to 4,000 courses to our students.
2. Assist in effecting affiliated degree programs.
3. Provide much desired exposure for our students to other campuses, courses, faculty, and

students. This could likewise help ameliorate some of the traumatic effects of "hearing" world.

4. Exposure will result in attracting students and faculty to Gallaudet. It will create an interest in deafness.

5. Make available the library services of all of these institutions.

We have not yet ironed out all the details on registration and tuition exchange. The ground rules are: a) a student pays the tuition of the home university; b) a student does not take a course off-campus which is offered at the home campus, except under special conditions; and c) student advisors must approve an off-campus course.

We hope Gallaudet will attract sufficient students to make up the rather large difference in tuition at most of the other institutions.

In all of this, student support services are critical. That is, interpreting, note-taking, tutoring, and enrichment. We are exploring several strategies to obtain such services.

Research

We have just sent out an announcement for the position of Associate Dean for Research. Although this position will be housed in the Graduate School, it will be a campus-wide involvement. The announcement reads:

> The Associate Dean for Research will coordinate on-going research projects at Gallaudet. Other functions include planning and implementing a comprehensive programmatic research effort at

> Gallaudet; establishing a data bank, clearinghouse and dissemination center for research on deafness; administration of the Gallaudet component of dsh Abstracts [deafness, speech and hearing] and The Gallaudet Press; personnel development in the area of research; review of research proposals soliciting college or outside funds; giving technical assistance to faculty developing proposals for research; assisting the Dean of the Graduate School in implementing new graduate programs.

We have always felt that Gallaudet should be at the forefront of research in this field. We have some interesting and exciting projects now underway. We have resources and access to a population of hearing-impaired persons that is unmatched in the country. We all know there are old and emerging problems that have needed study. We hope the Associate Dean for Research, through advisory bodies, can delineate the priority areas of research needs and identify Gallaudet's role in meeting these needs. We will "get very involved" with the broad spectrum of on-going research in all areas.

Gallaudet's mission here has been articulated by the Role and Function Committee. The Committee recommended:

> In addition to the kinds of research which have been sponsored by Gallaudet College, future research efforts should be focused on a few problem areas which could be dealt with best in the Gallaudet College setting. Such research projects might well be concentrated on the learning processes of the prelingual deaf, cognition, social adjustment problems of the deaf (including the deaf adult), attitudes of the hearing population toward the deaf, studies to find optimum needs of communication at various

> age levels, the visual environment for communication and learning, the manner in which simultaneous modes influence classroom communication, and longitudinal studies of deaf persons from birth to retirement (see International Research Seminar, recommendation no. 2). Such efforts could evolve into a major research institute or center on the campus.

We are in the process of soliciting applications. We will then screen the applications and arrange for interviews. We hope to have a selection shortly after July 31, 1972.

Continuing Education Program for Deaf Adults

Adult education for the deaf is perhaps more neglected than any other area in the field.[1] The Babbidge Report recommended in 1965 that the deaf be given access to the full range of post-secondary and adult education available to the general population.[2] In 1967, the National Conference on the Education of the Deaf recommended enhanced opportunities in colleges and universities, junior colleges, technical schools, vocational schools, and adult education programs.[3] In May 1970, The Committee on the Role and Function of Gallaudet College completed a study of the future role of the College and the nature of problems faced by deaf persons in this country. The committee contended that

> Deaf adults generally do not receive advancement on their jobs to the same degree as hearing people of comparable ability, nor do they usually participate fully in a free society. Contributing to these and related problems is the lack of opportunity for continuing education and self improvement. Gallaudet has an obligation to fill this void. [4]

With this background, the College requested $128,000 for a small continuing education program for the National Capital Region in Fiscal Year 1971. While House-Senate conferees deleted this item from the 1971 Budget, they requested that the Department of Health, Education, and Welfare make a thorough study of the need for an adult education program for deaf persons, the level of financing necessary, and the manner in which such a program might be administered.[5] The concept developed by the Department of Health, Education, and Welfare Task Force was strongly endorsed by the Board of Fellows of Gallaudet College.

Gallaudet College is responding with a proposal for a Continuing Education Program for Deaf Adults (CEPDA). The program will provide deaf adults with increased opportunities and encouragement for participation in continuing education programs by capitalizing on programs which now exist and by developing new programs where needed.

An analysis of America's traditional education systems would look like this (Figure 1). Prior to the twentieth century, there were limited options available to the student--one school system with a single, rather rigid curriculum.

During the past few decades, however, alternate paths have been developed which allow the individual a variety of options in acquiring the proficiencies expected of him at the various levels. (Figure 2).

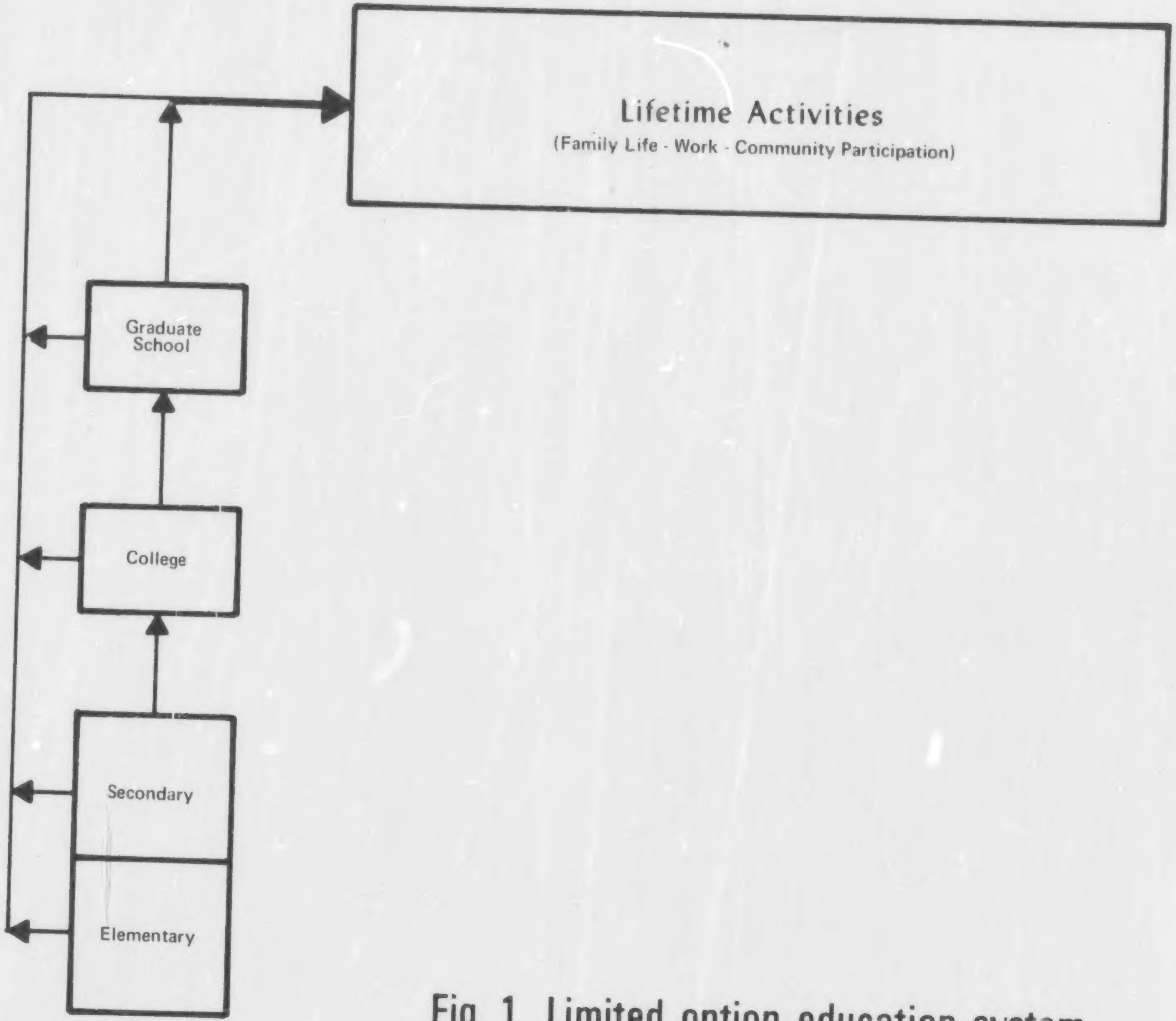

Lifetime Activities
(Family Life - Work - Community Participation)
Graduate School
College
Secondary
Elementary

Fig. 1 Limited option education system
(general education-hearing)

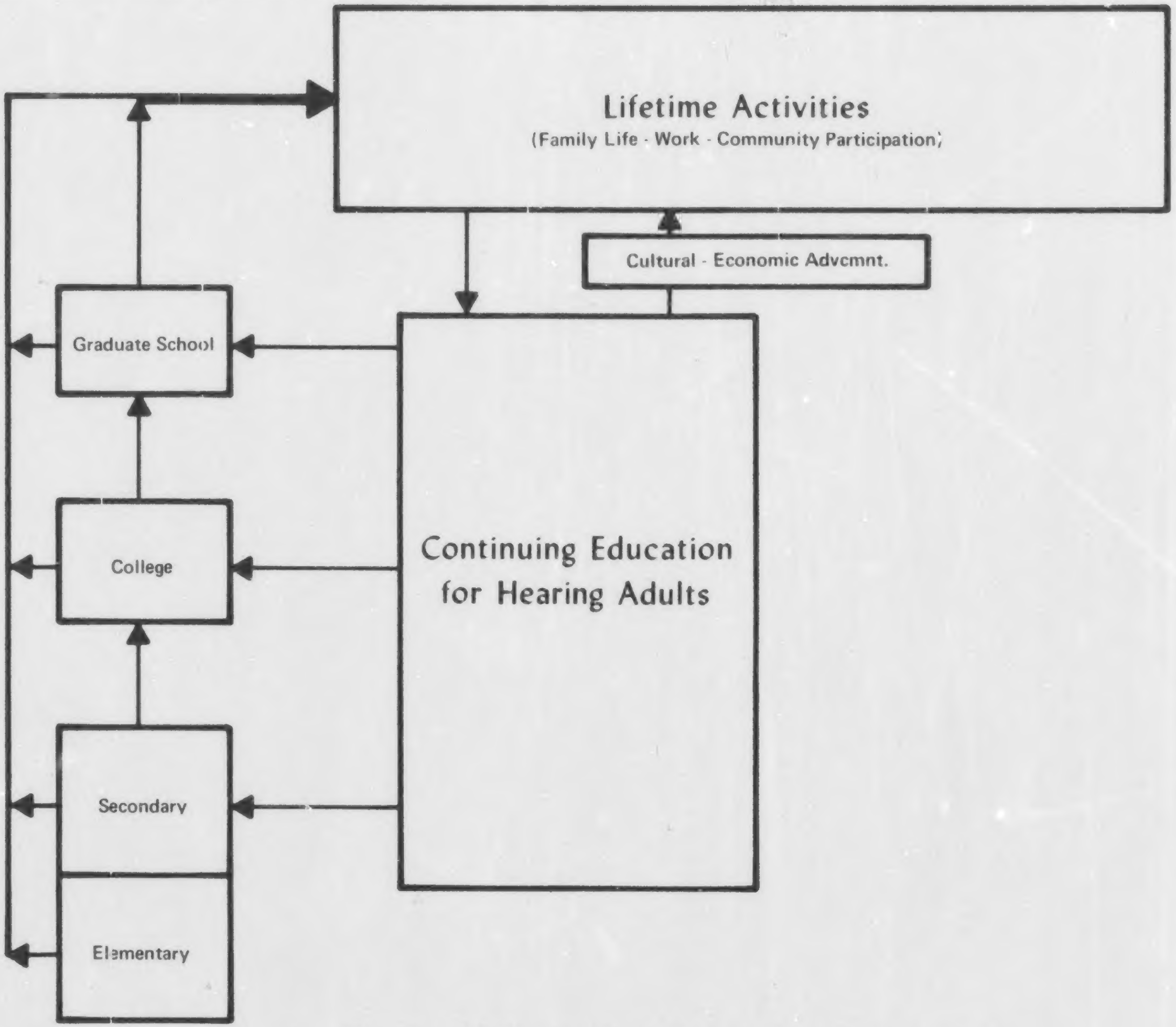

Lifetime Activities
(Family Life - Work - Community Participation)
Cultural - Economic Advcmnt.
Continuing Education for Hearing Adults
Graduate School
College
Secondary
Elementary

Fig.2 Unlimited option education system
(general education - hearing)

No one today seriously questions the need for continuing education. In comparing the educational expectations and opportunities of the general hearing population with those of the deaf community, however, it is readily obvious that double standards exist both in aspiration and in access.

Generally, there exists but a single educational path, (limited option) a path from which thousands of deaf students exit each year without recourse to either alternative programs specifically designed for them or arrangements made for participation (Figure 3) at some level in programs designed essentially for the hearing.

Adult education of the deaf is not a new idea. Classes and correspondence courses have been offered deaf adults from time to time since early in this century.

Results have been spotty. Most programs suffer from lack of funds and lack of permanent, trained professional staff. All programs feel the lack of materials specifically tailored to the needs of the deaf adult. Many are forced to operate under public school regulations in terms of class size that are unrealistic and impractical in terms of the communications problem native to the deaf adult and the size of the deaf community from which students are drawn, etc.

The situation requires, we believe, an unlimited option education system providing maximum opportunity for the deaf adult to satisfy his education needs in any area at any level (Figure 4).

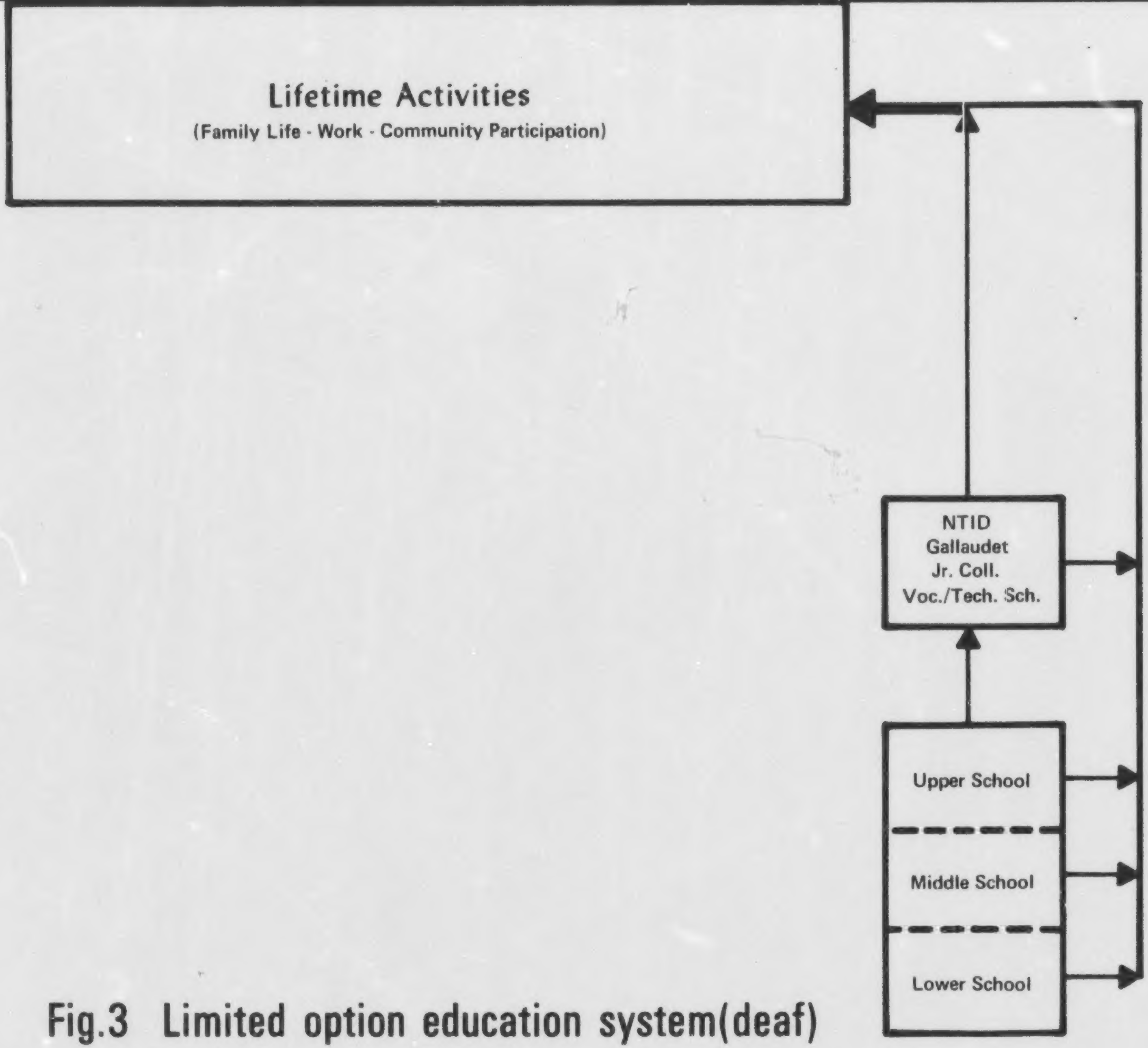

Lifetime Activities
(Family Life - Work - Community Participation)
NTID
Gallaudet
Jr. Coll.
Voc./Tech. Sch.
Upper School
Middle School
Lower School

Fig.3 Limited option education system(deaf)

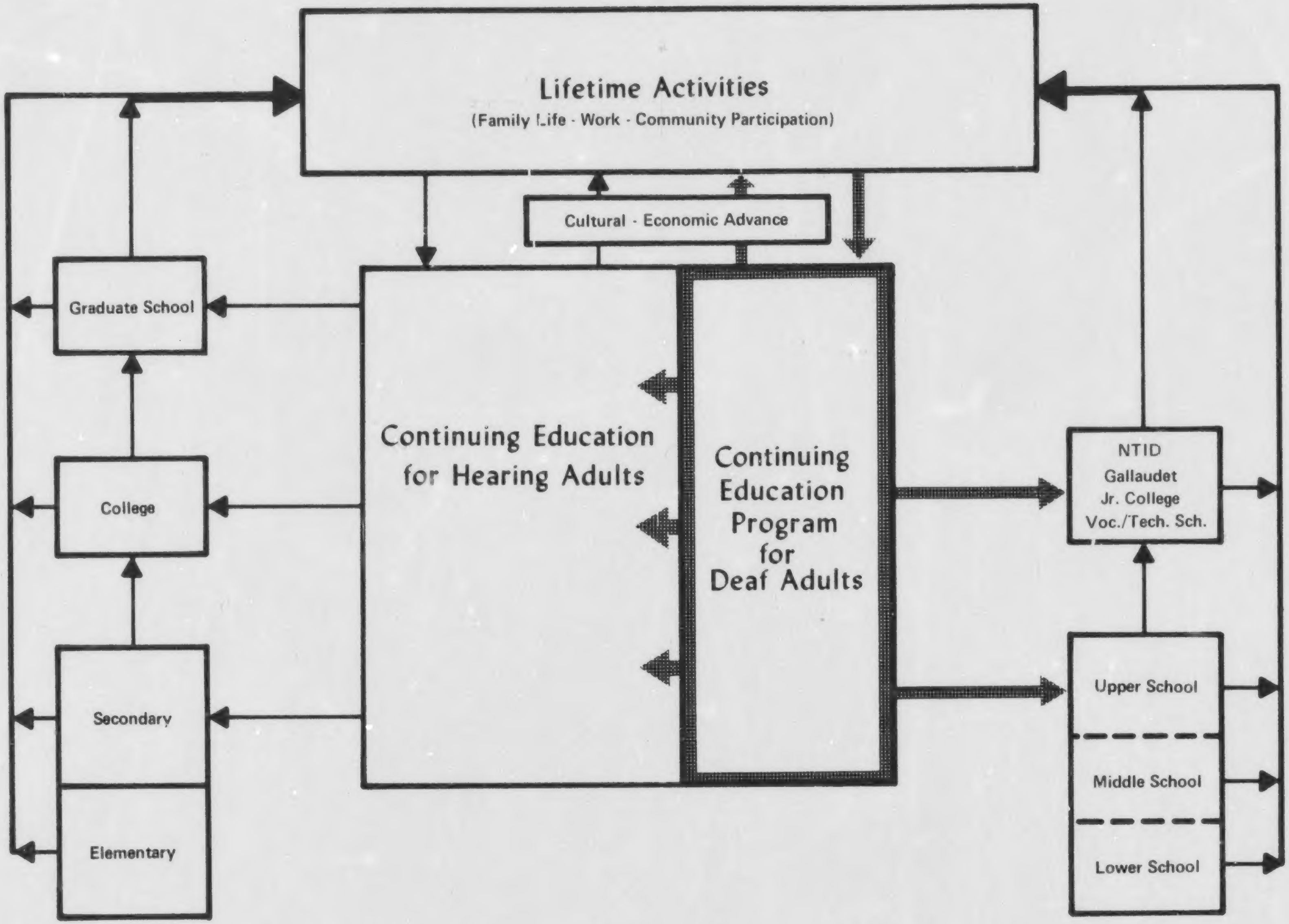

Lifetime Activities
(Family Life - Work - Community Participation)
Cultural - Economic Advance
Graduate School
College
Secondary
Elementary
Continuing Education for Hearing Adults
Continuing Education Program for Deaf Adults
NTID
Gallaudet
Jr. College
Voc./Tech. Sch.
Upper School
Middle School
Lower School

Fig.4 Comparative unlimited option education system
(Toward equal opportunities for hearing and deaf)

The goals of this program are to provide every deaf adult with opportunities for continuous learning that will aid him to: (1) reach a level of productivity satisfactory to himself; (2) approach his highest level of educational attainment; (3) change his vocational profession if he so desires; (4) update his professional skill or professional proficiency; (5) broaden his knowledge and appreciation of the arts and humanities and participate in cultural affairs; (6) re-enter a program to further enhance skills or knowledge previously gained; (7) become more learned in social or civic responsibility, and function more effectively in the general society at or near his capacity.

CEPDA is composed of five major components: 1. The Gallaudet College Continuing Education Center, 2. Supporting Agencies, 3. Cooperating Institutions, 4. Affiliated Continuing Education Services, and 5. The Adult Deaf Consumers. These components are related together to form a national system of continuing education for deaf adults. The functional relationships of these components in the overall program are shown in Figure 5.

The Field Service Office is an extension unit of the Gallaudet College Continuing Education Center. It is located in a particular geographic area with the responsibility to stimulate local agencies and institutions to provide adult education services for the deaf. These Field Service Offices will be funded by Gallaudet College, but they will develop local resources wherever possible in support of local programs.

Fig.5 Continuing Education Program for Deaf Adults

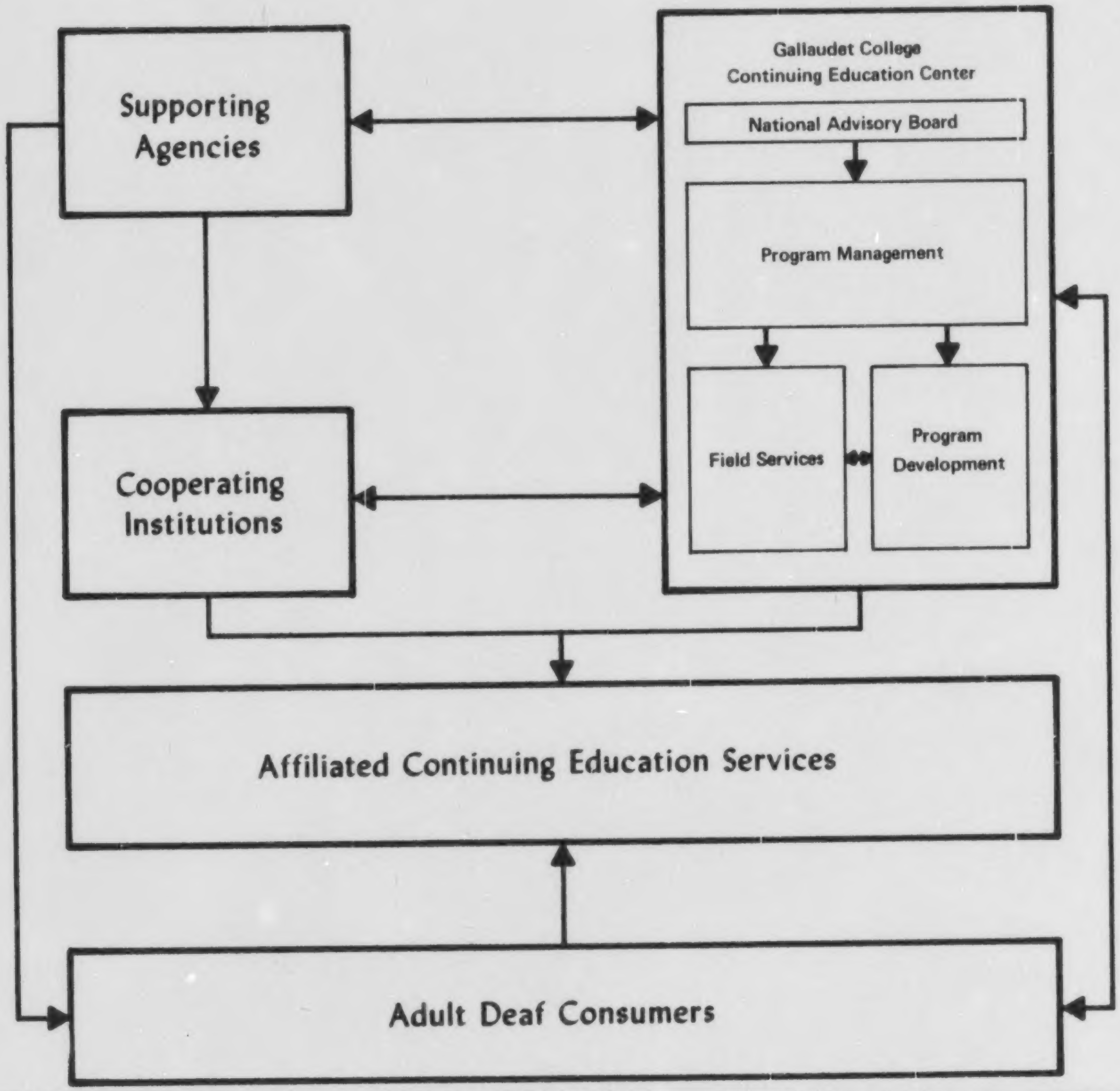
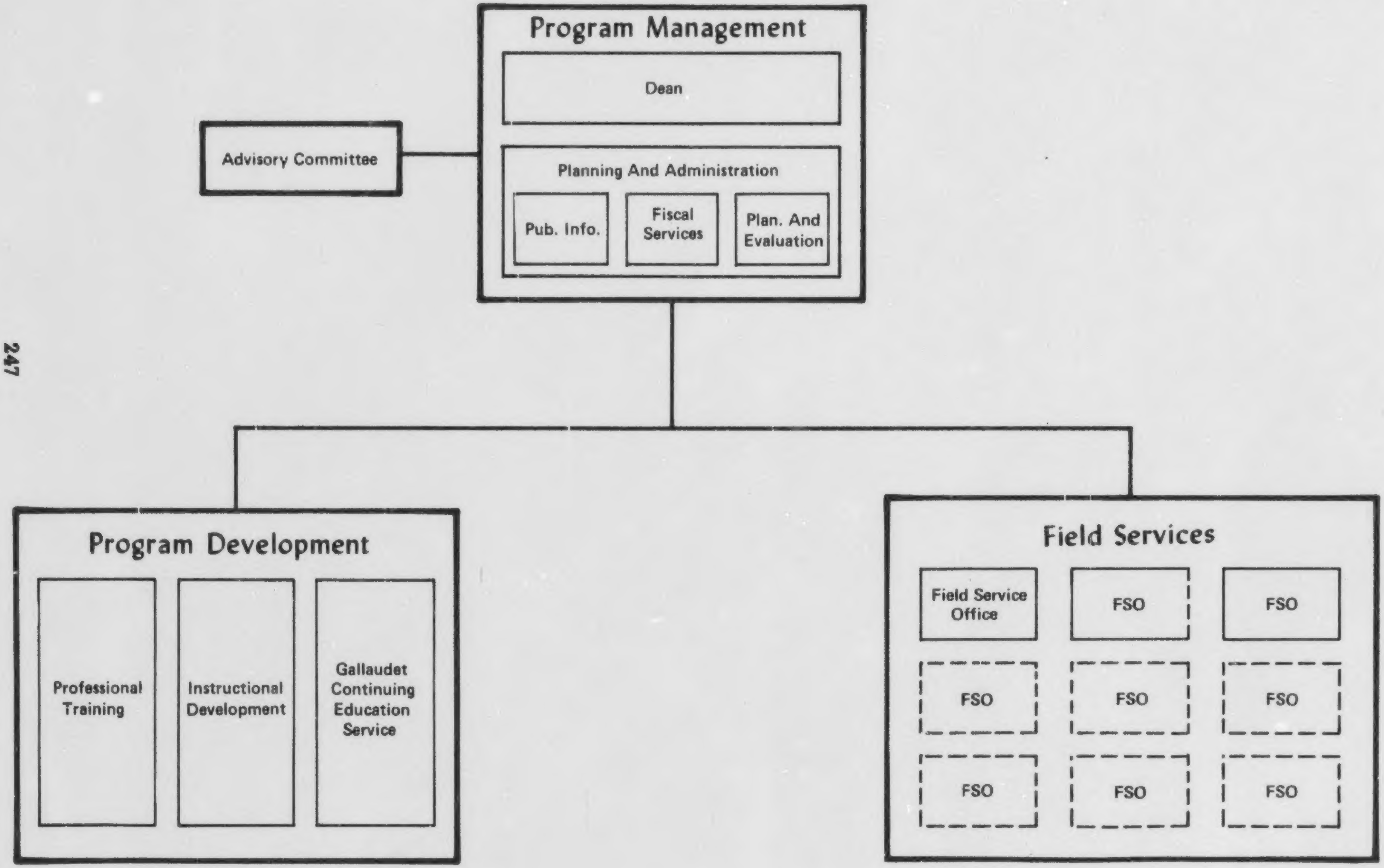

Supporting Agencies
Gallaudet College Continuing Education Center
National Advisory Board
Program Management
Field Services
Program Development
Cooperating Institutions
Affiliated Continuing Education Services
Adult Deaf Consumers

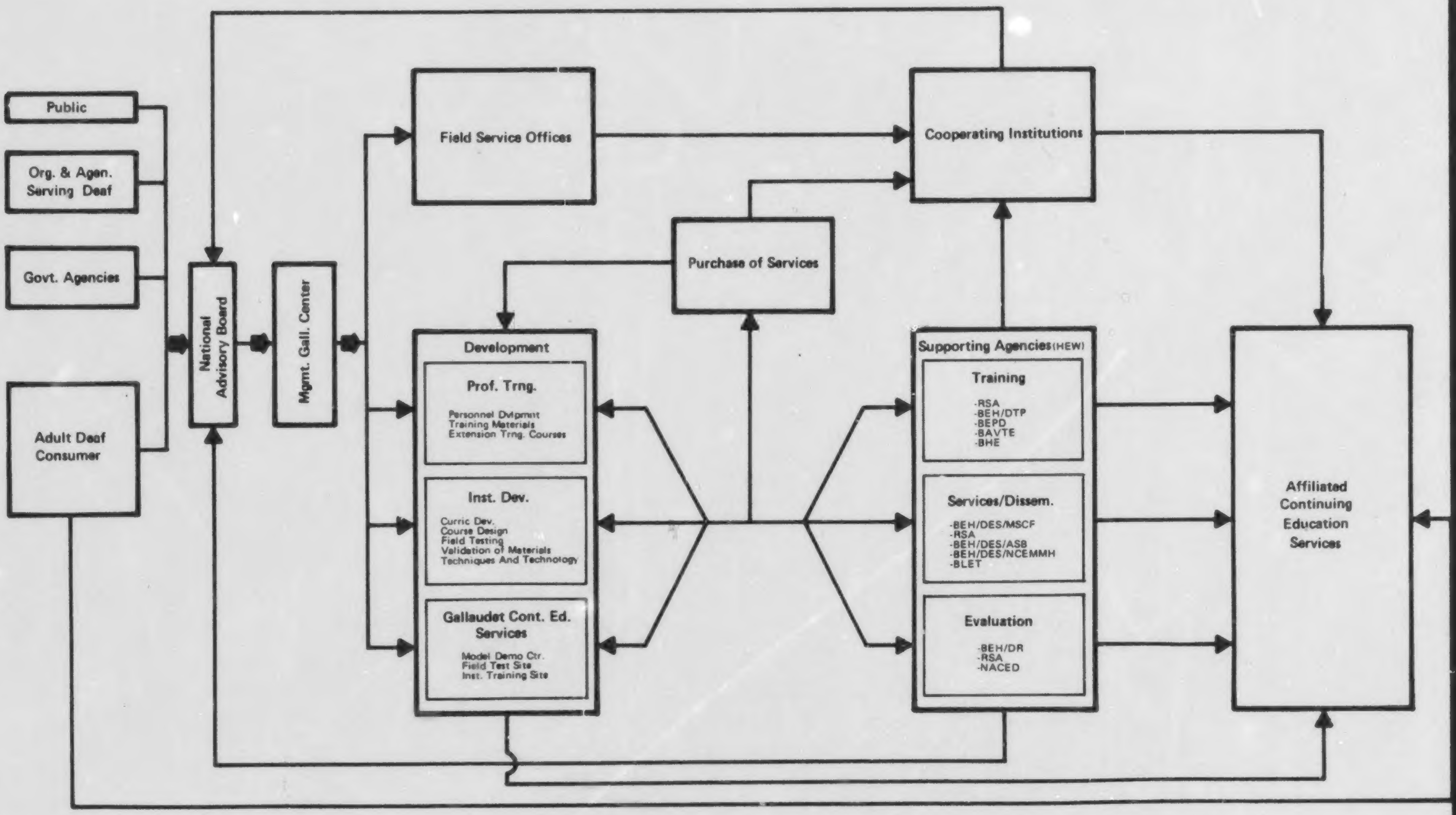
Fig.6 FUNCTIONAL ORGANIZATION CHART

The Gallaudet College Continuing Education Center



Program Management
Dean
Advisory Committee
Planning And Administration
Pub. Info.
Fiscal Services
Plan. And Evaluation
Program Development
Professional Training
Instructional Development
Gallaudet Continuing Education Service
Field Services
Field Service Office
FSO
FSO
FSO
FSO
FSO
FSO
FSO
FSO

Fig.12 CEPDA Inter-agency Relationships


Public
Org. & Agen. Serving Deaf
Govt. Agencies
Adult Deaf Consumer
National Advisory Board
Mgmt. Gall. Center
Field Service Offices
Development
Prof. Trng.
Personnel Dvlpmnt
Training Materials
Extension Trng. Courses
Inst. Dev.
Curric Dev.
Course Design
Field Testing
Validation of Materials
Techniques And Technology
Gallaudet Cont. Ed. Services
Model Demo Ctr.
Field Test Site
Inst. Training Site
Purchase of Services
Cooperating Institutions
Supporting Agencies (HEW)
Training
-RSA
-BEH/DTP
-BEPD
-BAVTE
-BHE
Services/Dissem.
-BEH/DES/MSCF
-RSA
-BEH/DES/ASB
-BEH/DES/NCEMMH
-BLET
Evaluation
-BEH/DR
-RSA
-NACED
Affiliated Continuing Education Services

Field Service Offices will receive seed moneys from the Center to stimulate the appropriate use of local resources for the delivery of affiliated continuing education services.

Determining the size of the group of most likely CEPDA consumers within this community is to use hearing loss as a prime criterion for selection, on the assumption that those least able to hear comprise the group which has the greatest need for continuing education services. Application of this criterion identifies the CEPDA target population as 325,000 deaf adults, 200,000 of whom function at a minimum level of hearing with or without hearing aids, and 125,000 deaf adults who are non-functional with or without a hearing aid. The primary consumer group is the latter group of 125,000, and the secondary consumer group is the former group of 200,000. Best estimates indicate that little more than one thousand deaf adults are being provided continuing education opportunities at the present time. (Figure 6).

Involvement of the Alumni

Since the establishment of an Alumni Office on the campus, alumni involvement in activities at the College has reached its highest peak. A real effort is made to keep the alumni informed of all important developments taking place on Kendall Green. The alumni are represented in all major decisions and have participated in screening and interviewing candidates for top positions. There are now four deaf members on the 21-member College Board and they actively participate in the governance of the College.

Of 5,000 alumni, over half (2,600) are members of the Alumni Association. There are now 37 alumni chapters in the United States and Canada.

The Alumni Association is presently studying the possibility of starting a nationwide ballot system for electing officers and for making other important decisions. This move would give all members a voice in the affairs of running the GCAA and not restrict such decisions to only those who attended the reunions as in the past. This would also keep to a minimum the need for business sessions at reunions and permit more time to be devoted to educational and social purposes.

As a result of the Centennial Fund, to which many of you contributed, the College and alumni jointly manage three large funds. The Alumni House Fund has $212,000 towards a goal of $1,500,000 for the construction of an alumni house. The Laurent Clerc Cultural Fund is in the process of publishing 2 books. One, an almanac type book will contain a wide range of records and information about the College. The second will be a book on outstanding deaf persons aimed at the elementary school reader. It is being written and compiled by a teacher and noted writer, Loy E. Golladay. This fund also makes possible 3 annual awards to 3 outstanding persons involved in working with the deaf.

There are an estimated 25 deaf persons working towards doctoral degrees throughout the nation today. Approximately half of this number have received some form of financial assistance from the Graduate

Fellowship Fund. In 1971 the committee awarded a total of $10,000 to 7 scholars. This year the amount will be about $11,000.

Our Placement Center

In 1970 a Placement Center was set up on the campus as recommended in the New Era report.

The purpose of this Center is to assist our students in securing employment and to acquaint prospective employers with the capabilities of our graduates.

Each year the Center sponsors a Career Day and a Government Day. These 2 events bring to the campus representatives from industry and government. Often, as a result of these meetings, many of our seniors are hired on the spot.

In today's highly competitive labor market, our graduates have managed to do quite well. Only 3% of the Class of 1971 is listed as unemployed. 29% are employed in schools for the deaf. Government is the next highest employer with 21% and 18% of last year's class is attending graduate school. 15% have been hired by private industry, 9% are homemakers and the whereabouts of 5% is unknown.

1/ Thomas A. Mayes, "Summary of Conference", in A Report on the Conference for Teachers and Interpreters in Adult Education for the Deaf, p36. Adult Education Programs for the Deaf, Henry O. Bjorlie, et al, eds., (San Fernando Valley State College, Northridge, California, March 19, 1966) p36.

2/ Advisory Committee on the Education of the Deaf, Homer D. Babbidge, Chairman, Education of the Deaf - A Report to the Secretary of Health, Education, and Welfare, (Washington: U.S. Department of Health, Education, and Welfare, Office of the Secretary, March 1965) p43.

3/ U.S. Department of Health, Education, and Welfare, Education of the Deaf - The Challenge and the Charge, A Report of the National Conference on the Education of the Deaf, Colorado Springs, Colorado, April 12-15, 1967, (Washington: U.S. Government Printing Office, 1967), p115.

4/ A New Era for Gallaudet College, Report of the Committee on Role and Function of Gallaudet College as an Institution of Higher Learning For the Deaf, Mary E. Switzer, Chairman, May 1970.

5/ Report of a Study of the Need for a Continuing Education Program for Deaf Persons, Washington, D.C.: Department of Health, Education, and Welfare, March 19, 1971.

KENDALL DEMONSTRATION ELEMENTARY SCHOOL
AND
MODEL SECONDARY SCHOOL FOR THE DEAF

Edward C. Merrill, Jr.
President
Gallaudet College
Washington, D. C.

Times change facts but we do not need just any kind of change in educational programs serving deaf children.

Responsible Change

Change for the sake of change is easy. It can even be dramatic. But it can also be unethical and violate our trust to children and to the profession. Responsible change must occur only within an explicit theoretical construct. Such a construct will address itself to assumptions, purposes (or objectives), limitations, design, procedures, results, the evaluation of results, and the implication of results for current practice. One useful pattern for initiating change within a theoretical construct is to proceed by means of a demonstration or model.

The Use of a Model

To demonstrate an educational program or to establish a model school may provoke images of perfection which, although durable, are quite unattainable. As you know, philanthropic foundations made extensive use of the model program format for promoting a wide range of educational and social change. Some of these model programs succeeded to a degree, but they were nonetheless regarded as "pie in the sky" projects and had limited impact on existing programs.

The model or demonstration concept does not need to be "pie in the sky," an unattainable pure example of the ultimate. A model program can be defined functionally as a wave-like phenomenon within a contained universe where all parts interact and by interaction all parts are changed. This definition of a model is more appealing to us.

I have elaborated upon both change and the terms "model" and "demonstration" because you will hear reports this morning on the Kendall Demonstration Elementary School for the Deaf and the Model Secondary School for the Deaf. Both schools have received a Congressional mandate to change and to test the effects of this change for the education of deaf children. We take this mandate seriously. Although neither school is ready to share its complete strategy for change, each has been established as a model or demonstration center, and our concept of this function requires involvement, interaction, and change of students, personnel, curricula, and materials at other affiliated schools as well as at these two schools. The model for change which is emerging is a model for changing people through purposeful involvement.

THE KENDALL DEMONSTRATION ELEMENTARY SCHOOL

Interim Report

Thomas R. Behrens, Ph.D., Director

Thank you, Dr. Merrill , President Stelle, colleagues and friends. I appreciate the opportunity to report to you on the program of the Kendall Demonstration Elementary School. This must be considered an interim report on the development of the new program and the implementation of Public Law 91-587, a law which would not have become reality without your invaluable assistance. May I again, on behalf of the faculty, staff, students and parents of the Kendall Demonstration Elementary School express our thanks for your support.

The two most frequent questions we are asked are: 1) Why a demonstration school at Kendall and 2) Why a demonstration school at all?

A brief history of the Kendall School will provide an answer to the first question. As you know, in 1856 a small school for deaf children opened in Washington, D. C. Many prominent citizens of the city were on its board, among them the Honorable Amos Kendall.

After a few months, the school closed and the Orphans' Court gave Amos Kendall the responsibility for five deaf orphans from New York City. It was through the efforts of Amos Kendall that in 1857, Congress approved an act to incorporate the Columbia Institution for the Deaf, Dumb and Blind. In 1885, the elementary section of the Columbia Institution was renamed the Kendall School for the Deaf and became the practicum facility for hearing persons to be trained to teach deaf children. Congress provided funds for a new building: Kendall Hall. During the years, Kendall developed increasing national influence, since many teachers of the deaf who had taken their training at Gallaudet and their practicum at Kendall later became heads of schools for the deaf. In 1971, approximately 40 major school programs for the deaf, serving approximately 30% of all deaf children in the United States, were administered by professions who had received their training at Gallaudet College and Kendall School.

With continued strong Congressional support throughout the decades, the School experienced steady growth and in 1962 opened new facilities for 110 students. By the end of 1970, there were 210 students and today, having phased out its secondary program, the Kendall Demonstration Elementary School serves 170 children.

The most recent landmark in the history of the School, however, was the enactment in December 1970 of Public Law 91-587, which represents a continuation of the interest of Congress in the Kendall School. This law charged Gallaudet College to develop the

Kendall School into a demonstration elementary school. As such, it will provide a comprehensive educational program for deaf students from the onset of deafness to age 15, to prepare them for high school and other secondary study, and to stimulate the development of similar innovative programs throughout the nation. It is to serve primarily children of the National Capital Area.

In answer to the second question, "Why a demonstration school at all?" We all recognize that our students need much more comprehensive help than we are presently able to give. The field is restricted in what it can do by limitations of funds, fragmentation and gaps in knowledge, and a perhaps overly strong confidence in tradition. The products of our elementary programs must be better, if all students are to benefit from federally supported programs at the secondary and post-secondary level. We know today that for the majority of our students, this federal assistance came too late.

We also know that the knowledge is available to provide better education for our children, but we can apply this knowledge in most instances only through the support of short-range grants. I am thinking, for example, of grant-funded preschool programs, or projects such as Computer-Assisted Instruction, to name but two. In short, on very few occasions have we been able to develop, evaluate, modify and adopt new programmatic ideas on a long-range basis for educating young deaf children.

We are also aware of the agonies which parents have to go through until their child has been appropriately diagnosed. We also know of the heavy financial burdens of these parents when they seek educational placement at the preschool level. A deaf child's parent should not be financially punished for having a deaf child. A deaf child must not be deprived of an appropriate educational program because of a lack of funds.

The Kendall Demonstration Elementary School is tuition-free and will provide appropriate education for all children within its service area and its age group in need of its services; it will provide a centralized facility for the development, demonstration, and dissemination of new ideas in education of the deaf; and it will provide a center for the adaptation and demonstration of proven concepts from general education to education of the deaf. It is apparent that, as a demonstration school, the Kendall Demonstration Elementary School fills a vitally necessary gap in educational programming for deaf students.

In terms of our specific progress to date, in July 1971, we received funds for the planning of the new facilities of the Kendall Demonstration Elementary School. The initial planning is nearly completed on the Educational Specifications, which outline the basic program development scheme of the School and focus on development in four major areas:

1) Early Childhood Education (0-4)
2) Elementary Education (4-15)
3) Comprehensive Clinical Services
4) Needs Assessment, Research and Evaluation

At this point, I am unable to present definitive program information because the Educational Specifications document is still undergoing final revisions. When it is completed, however, it will be distributed to you.

In guiding our thoughts, however, in the development of this document, we have attempted to remain responsive to the needs of four publics, each of which has a different value and need system:

1) Parents: parents of deaf children must be assured that new innovative educational programs for their children are safe;

2) Faculty: teachers and supportive personnel need normative data to demonstrate their educational effectiveness and guide them in their planning and implementation of plans;

3) Health, Education, and Welfare, Office of Management and Budget and Congress: we need to be able to demonstrate proof of financial efficiency to this group;

4) The Profession: we need to know how we can best serve the needs of the profession, leading to the greatest benefit for all concerned.

In addition to considering the needs of these four publics separately, we must also consider the systematic interrelationships among them, that is, "How does proof of financial efficiency make a program 'safe' for children in the eyes of the parents?" and so forth.

We at the Kendall Demonstration Elementary School find ourselves at the point of beginning to perceive all the problems. We are now faced with positing solutions and will be only able to accomplish this finally with your help. I hope you are beginning to realize that the Kendall Demonstration Elementary School will only be able to fully respond to its mandate with your continued assistance and interest. Those of you who have already helped by sending telegrams or letters to your Congressmen may not have realized what you were getting yourselves into over the long range. We will need continued feedback from you in helping us to set up and guide our programs. Cooperation and mutual assistance in projects such as this are essential for success.

Thank you for your attention.

THE MSSD SCENE

Mervin D. Garretson
Principal
Model Secondary School for the Deaf
Washington, D. C.

Within the next 20 minutes I will try to describe the rather intangible element of human dynamics which is so integral a part of the Model Secondary School for the Deaf. Possibly I may be able to project some sense of the educational climate as mirrored by the changing faces and moods of this experimental, non-graded open school.

After nearly two years I believe we have miraculously retained a genuinely student-centered milieu. I say miraculously because experimentation with teen-agers can be quite traumatic. With students writing on walls, cutting classes indiscriminately and, in general, testing the limits of a free school, the temptation is to assert adult authority, to threaten with punishment or even to resort to suspension. However, Oscar Wilde has noted that an idea that isn't dangerous is hardly worth calling an idea at all, and we had an idea that the kids would eventually get it out of their system. It is understandable to want to make something conventional, familiar and comfortable, to be concerned about what other people think, to tighten up and to make rules within the manageable framework of the past. But the school was not established for our own sense of well-being, and after all it is the shocking part, the unknown element, which makes for an idea in the first place.

Our 91 students represent diverse backgrounds. MSSD may be a little New York in the sense that the school has become a melting pot with a broad spectrum of ability and personality among both its student body and instructional staff. Having taught in other residential schools for the deaf, I believe the new program to be definitely reality-oriented. De-schooling has occurred to some extent, although not to the degree advocated by Ivan Illich of the Intercultural Center of Documentation at Cuernavaca. The present temporary facility with its novel setting --- its openness and splashes of color and lack of classrooms and halls as such --- may be more like a teen community center or a home than a school in the traditional sense. In addition, there may be a noticeable lack of formality, of academic ritual, of lining up for class, of flashing of lights to signal class time, or of herding a group of kids to some activity.

The school has no graded classes such as freshmen, sophomores or the like, nor do we give letter grades on progress reports. Each student moves at his own individual pace without necessarily falling into any category or group. The approach is homelike. Very much like a parent would admonish an errant child or coax him to do the chores, MSSD staff members casually scold or prod the students to class or urge them to strive for greater achievement. Student-teacher dichotomies are generally non-existent. In the new senior yearbook now being published, student and faculty pictures are intermixed throughout, without reference to position, the only identification being names under each picture.

MSSD is hardly an American Summerhill for the deaf as implied by some old-fashioned college students at Gallaudet, nor would it be fair to view it as a technicolor reproduction of educational laissez-faire. Students are held accountable for their behavior although guidance and counseling are the instruments rather than authority and rigid discipline. We believe that a student's self concept and ability for self-discipline are developed from within over a period of time rather than by force as an immediate and temporary expedient.

Like other open schools in public education MSSD seeks a departure from the traditional set-up and its echelons of overseers which first emerged during the Industrial Revolution in the early 19th century and has persisted as an American institution to this day.

At this point the school appears to be shaping into a unique personality, an organic unit if you will, with everyone involved in the decision-making process. This Hawthorne effect of total participation frequently leads to total commitment. Ideally and ultimately, MSSD should reflect an image not of individual people or classrooms but of something more like a human family with a life of its own in such a way than an individual or a single classroom could never possibly have. As in a home, such a concept of a school combines a certain degree of togetherness with a necessary freedom for personal apartness. A sense of community is retained without violating the personal freedom or unique individuality of any one student or teacher. Such a climate appears crucial if change and innovation are indeed to take place.

Interwoven into the philosophy of MSSD runs the concept of confluent education which George I. Brown has described as the merging of the cognitive and affective experiences of the learner. An attempt to reconcile the demands of self and society and the ideology and reality of deafness, our goal is a synthesis of the affective and the cognitive. The key to successful secondary education of the deaf may well be in the degree of empathy and ability to perceive the readiness of each individual student to learn a new concept at any given time, in or out of class, and whether it be behavioral or intellectual. Our premise is that students develop optimally through interplay of the two domains and that more human behavior results from allowing the full cycle of a natural frustration and tension sequence of conflict. It is becoming clear that for many students choice-making and independent judgment exercised this year are being made with freedom and naturalness in contrast to the careless abandon and irresponsibility of the initial year.

The total communication environment at MSSD provides for maximum interaction among the staff and students. Staffing patterns reveal a deaf-hearing mix throughout the various divisions, departments, and supporting staff functions of the school, including media, secretarial, teaching, research, curriculum, and administration. Frequently visitors at the school are uncertain as to whether a staff member is deaf or hearing because communication is invariably carried on simultaneously in speech, signs and fingerspelling. Every single member of the staff has been exposed to the use of simultaneous communication through our staff development program, with remedial courses in sign language idiom available for two hours every afternoon. This type of wholesome and spontaneous communication philosophy provides an excellent milieu for incidental learning experiences among the students and approximates to some degree the effortless, continuous input taken for granted by the hearing child. With people in the open school constantly using both signs and speech, the students find themselves exposed to an increasing proportion of concepts, opinions, social awareness, vocabulary, language and general repartee. Along with this auditory reinforcement becomes more meaningful for those with residual hearing.

As in other units of the school the Speech Department has added a deaf member to its staff. Classified as a communication specialist, she provides an adult deaf identifying model in the area of speech therapy. Her direct teaching includes cued speech practice with the students, lipreading, principles of public speaking and transferring idiomatic signs to idiomatic English. In conjunction with the staff development program she also arranges for practice in regular and reverse interpreting and conducts seminars on communication.

Even the secretarial staff finds time for active identification with the students, particularly the six or seven secretaries in the main instructional building. This faint suggestion of the de-schooling concept reinforces statements of modern educators that learning need not be limited to a formal classroom setting, and indeed may not necessarily take place there. Most of us parents realize that our children had amassed a vocabulary ranging from 10,000 to 30,000 words before they ever saw the inside of a classroom. In addition, they had developed a command of complex English along with numerous sets of syntactical variations before learning to read and write --- all of this in a home and community situation. As it is, MSSD students frequently swarm over the office complex in the instructional building asking questions of the secretaries, discussing personal and family matters, making travel arrangements for the weekend, arranging for parental pick-up at the end of the day, using the teletypewriter phone --- all the while communicating on a first-name basis with each secretary.

Faculty and student interaction begins from the time the doors open at 7:30 in the morning until the last few stragglers have left at the end of the day. At odd times during a routine school session students will use their free modules and sometimes unfortunately their regular class modules for peer group exchanges or to pester a staff member who happens to be passing through the area. This informality enhances the incidental learning feature of the open school and, although at times it can be exasperating, it certainly represents a significant aspect of the learning environment.

The lack of walls in the present building also affords an opportunity to experiment with visual concentration --- to develop an ability to monitor sight distractions possibly in the same manner hearing people handle sound around them. Along with the constant videotaping and other use of media and the steady stream of visitors, the open school appears to be developing students who are relatively unselfconscious, frequently sophisticated, and with a fine sense of poise.

Another important aspect of open school experimentation rises in the approach to flexible modular scheduling, a term that has come to mean different things to different people. Since its inception in the fall of 1970, MSSD has revised its scheduling pattern several times. We continue to reach for an ideal format which would provide maximum individualization for the students and yet allow for large group instruction as well as mini-teaching. At the present time the staff is exploring a three-phase scheduling approach which may be implemented during the fall. Simply stated, the more mature and self-directed students would be assigned to Phase I, which means they would plan their own program each day, reporting to a team of teacher advisors. The large majority of the student body would continue in Phase II, based largely on our present scheduling structure with basic courses pre-scheduled and two electives permitted.

Phase III represents a more closely structured, closely supervised mini-school concept for a small number of students who may not be quite ready for independent work and will need assistance in adjusting to another phase. However, to effect a common bind and some measure of shared learning experience, all three groups would meet for an hour 3 times a week to participate in a common general course.

Time does not allow for discussion of the various courses in any great detail, but the instructional departments have developed a number of experimental offerings along with their continuing production of instructional packages for the different units of study. To quickly identify a few, the Science Department this year introduced their mini-course concept --- a series of 12-weeks student-selected courses which include such titles as Animals, Geology, Force and Motion, Glassblowing, Engines, General Science, Genetics, and the Human Body. The Spanish Department continues to develop a research design for its non-grammatical approach toward the teaching of the language through cued speech.

A new course this semester is LSD --- language, sex and drugs, which is being team-taught by representatives from English, Social Studies, Science, and Home Economics. The English Department is offering a language experience course for students with problems in self-expression either in sign language or in English. They also have developed an introductory course in education of the deaf and sign language origins.

Off Campus Study provides another dynamic face of the new school. Students begin with group vocational counseling for one semester, including assignment to on-campus paid work stations such as the library, science lab, lunchroom, or the residence hall for brief periods during the week. From there they move to working a full day each week in what is described as a semi-sheltered off-campus situation such as doing typing or general office work or media repair at Gallaudet College, the National Association of the Deaf, Council of Organizations Serving the Deaf, and other such locations where communication is not a problem. The last step before intensive training is one or two-day a week situations with private industry and government firms.

As you all realize, this presents an extremely small cross-section of the MSSD scene. We read recently where a school board told its principal that he could innovate all he wanted as long as he didn't change anything. That is hardly our philosophy at the Model Secondary School for the Deaf. We'd just like to go ahead toppling old educational concepts, transforming our sacred cows into beefsteak, and committing general educational heresy. We would also hope that MSSD, and any school for that matter, will remain dedicated to the proposition that the child --- the deaf child --- is the reason for our being here and the hub of our every educational enterprise.

THE CHALLENGE AHEAD IN SECONDARY EDUCATION

Doin E. Hicks, Ed.D.
Dean, Pre-College Programs - Gallaudet College
Washington, D. C.

Hardly a day passes that we are not confronted with the term "gap." Either we read it in the newspaper or we overhear it in conversation or on the six o'clock news. There's the credibility gap that is so worrisome to official Washington. There's the gap between technological sciences and human sciences. But there is yet another gap that is particularly real to those of us who have the privilege of working with young deaf individuals. This we might call the generation gap. Most of us, as educators, are at least one generation away from those with whom we work. Many of us were born into the depression of the 30's when there was no money to buy anything. We grew up through the 40's when, even if we had a few dollars, there was little available to purchase because of World War II.

Because of this background, our generation has become, in the main, materialistic. We are obsessed with the notion that a person's degree of success is in direct relation to the number of hours he works and the amount of possessions he amasses. We have all been guilty of telling younger people stories about our so-called "hardtimes" -- walking to school three miles through the snow, working before and after school, having no money to spend -- on and on, ad infinitum and sometimes, I fear, ad nauseum. I can quote a few chapters from that stale old story myself and the temptation is quite strong to wish these same hardships on the young people of today. We find it difficult, as well, to accept their attempts to bring to our attention some of their concerns and we tend to become overexcited about such things as the cut of their clothes and the length of their hair.

Just what kind of heritage are we leaving our young people of today? Our affluence is unparalleled in the history of mankind, and they probably would admit that we have done a fairly good job of providing for their physical needs. If, indeed, we have provided this material security, then in that climate perhaps it will be easier for them to attack some of the myriad of problems that are a part of their heritage -- problems of such magnitude that they threaten our very survival.

I am reminded of the story of two wealthy brothers, one of whom was quite eccentric. One of the manifestations of this eccentricity was the love and affection he lavished on his pet cat. At one point he was called to Europe on business but was very reluctant to go because he did not wish to leave his beloved pet. He finally prevailed upon his brother to take care of the cat and thus, reassured that everything would be alright, left for Europe. Immediately upon arrival in Europe, however, he picked up the phone, called his brother and anxiously asked, "How's my cat?" The brother back in the states answered, "Well, I'm sorry to tell you, but your cat has died." The cat-loving brother was so shocked that he was rendered speechless and had to hang up the phone. After regaining his composure, he called his brother back and proceeded to bless him out about the abrupt way in which he had broken the news to him of the death of the cat. But the brother back in the states was not particularly concerned and merely replied, "Well, the cat died -- what did you expect me to say?" The brother in Europe said, "Well, you almost gave me a heart attack. You could have done something like this: you could have said, 'Well, your cat is up in the top of a tall tree but we are trying very hard to get him down. We have called the fire department rescue squad and they are working hard now and we are hopeful that everything will be alright.' Then you could have waited until the second day and called me back and told me that you had been successful in getting the cat down out of the tree but that he was suffering from exposure and was quite ill; however, you had called the veterinarian and had the best care available and you still had hopes that everything would be alright. Then you could have called me on the third day and told me that, in spite of your best efforts, the best care, and the best medical assistance, the poor cat had passed away. Then you see, I would have been able to accept it." The two brothers talked on for a few moments and finally the brother in Europe said, "Oh, by the way, how's Mother getting along?" The brother back home replied, "Wel-l, Mother is up in the top of this tall tree..."

What are the cats in the tree that our young people of today must somehow try to get safely to the ground if they are going to be our successful leaders of tomorrow? Consider, if you will, just three of their major problems: achieving world peace, controlling pollution in the environment, and preventing a population explosion. Consider as well, however, that the road to solution of these problems lies in the area of service to mankind. Greatness has always been measured in these terms. The coming generations then have the opportunity, individually and collectively, to achieve greatness; to provide service to others. Dr. Robert Hutchins, a well-known scholar, tells us that the long-held value and esteem of work may soon be displaced by a necessity for learning. The pursuit of an education, then, becomes increasingly important, but important perhaps for somewhat different reasons than for those which you and I have given top priority.

The American high school, as we know it today, is in its "winter of discontent." Even in our more affluent suburban schools we see a great deal of vandalism and other manifestations of hostility which heretofore were characteristic of the very poor or more rigid schools. While we are professing a stated philosophy of democracy and a considerable amount of student freedom, in actuality many of our schools feel compelled to assume a more authoritarian position. This thus symbolizes one of the great conflicts in American education: that is, the conflict between stated philosophy and reality. In many cases this situation is a reflection of the general upheaval our society is experiencing. Fortunately, our schools for the deaf have yet to feel the full brunt of the problems which we see manifest in general education. We face an immediate and challenging task, however, if we are to bring full and meaningful education within the grasp of increasingly large numbers of our deaf students. We must begin to unshackle our schools and develop within them the climate for new and experimental approaches to educating deaf students. We must recognize the fact that we can no longer afford the luxury of assuming that we are preparing our children to live in a society such as that in which we grew up.

Dr. John I. Goodlad (1970) of the University of California has said:

> "All that we can predict with certainty is that the central issue of the 21st century, as it is of this one, will be the struggle to assert truly human values and to achieve their ascendancy in a mass technological society. It will be the struggle to place man in a healthy relationship with his natural environment; to place him in command of, rather than subservient to, the wondrous technology he is creating...The education

> of 21st century man is necessarily an enabling process rather than an instructional one. It requires opening the whole of the world to the learner and giving him easy access to that world."

In discussing ways in which schools may react to the challenge of the future, Dr. Goodlad goes on to say:

> "We urge that schools be given support for abolishing the grade levels, developing new evaluation procedures, using the full range of community resources for learning, automating certain kinds of learning, exploring instructional techniques for developing self-awareness and creative thinking, rescheduling the school year and more."

At the Model Secondary School for the Deaf, we are predicating our program on the premise that students should develop a broad range of skills. These skills will manifest themselves in the development of the following characteristics within the learner: self-determination and motivation, independence, a strong positive self-concept, sensitivity and compassion for others, participatory skills in the dynamics of group living and interaction, and personal resources to developing social systems.

We strongly desire that our students have the highest academic skills attainable, yet we equally desire that they be emotionally secure and are spontaneous and free individuals. To achieve this, our curriculum must allow for the different developmental patterns and learning styles of each student and must be perceived by the student as being relevant to his particular needs, abilities, and interests. The steady diet of failure to which many of our students have been subjected must be replaced by educational nourishment of a different nature. The learning environment must be positive and non-threatening and high priority must be given to learning how to learn.

If one can rightly presume that education is a personal matter and should be somewhat different for each person, then it follows that the process ought to be an individualized one. If we accept this premise it may be further assumed that for the deaf young person even more emphasis should be placed on personalizing and individualizing his learning experiences. An in-depth review of the process of individualizing instruction is now possible here. Those who would take the business of individualization seriously, however, realize that its goal is not achieving a one teacher to one student ratio so that a tutorial situation exists. The answer, rather, lies in the utilization of different modes of instruction and in a flexible approach to educational management. Most sensitive teachers already are utilizing many techniques in an effort to individualize instruction for their students. Ways in which they manage their class, group for instruction, provide for variations in time and rate of student activity, and allow for different levels of participation and response are all efforts to provide for the differences in learners.

I should like, however, to enumerate just a few things which must be considered for the individualization process to flow freely:

1. Modular or other forms of flexible scheduling.
2. Development and utilization of certain multi-media systems.
3. The development of differentiated staffing patterns such as those involving the use of teams, teacher-aides, and other supportive personnel.
4. A variable credit system for certain courses allowing different entry and exit levels.
5. Utilization of student teams for learning as well as student teams for teaching.
6. Permitting experimental grouping procedures that do not relate to grade, course, size of group, or other conventional measures.
7. Extensive development and utilization of resource centers.
8. Allowing for in-depth study in one specific area or segment of a course, perhaps leaving other parts altogether.

No look at the future of our schools would be complete without considering the increasing role that technology must assume in our educational systems. We have long considered such equipment to be merely an extension of the teacher. In a large sense, this is true. We must, however, consider the fact that mechanical energy is relatively immune to many of the frailties of the human teacher; that is, it knows no fatigue, is oblivious to changes in the weather and cares not about the time of day or day of the week. The machine teacher can, therefore, span time and distance and be not only complementary to the human teacher but take on, as well, a differentiated role at certain junctures in the educational process. The role of the family in the educational picture may, too, change as technology makes it increasingly possible for the home to become a learning center.

The decade of the 60's brought broad and sweeping curricular change to our schools. Never in history had the schools come under such close national scrutiny nor within the range of so many forces. Many of these factors brought constructive changes in curriculum as well as in school organization and in facility planning.

There are those, however, who would judge most of the educational reform of the 60's to be primarily at the ideological level. Joseph Featherstone (1971) of Harvard University has addressed this point rather succinctly:

> "After a decade of innovation, classrooms are the same; teachers still conduct monologues; learning is still rote; and discipline is still an obsession. The curriculum reform efforts of the 1960's brought forth excellent materials in some cases, but they took the existing environment of the schools for granted. The reformers failed to engage teachers in continuous thought and creation, with the result that the teachers ended up teaching the new materials in the old ways."

Our technology-oriented explosion has, however, widened the gap which the deaf child must bridge. The enormity of the task faced by the educators of the deaf is heightened by the desire that the deaf child achieve both academically and socially on a reasonable par with his hearing peers. In spite of this we must resist the temptation to "teach the world's knowledge" -- a task that is becoming increasingly futile. Notwithstanding the fact that certain basic skills are indispensable, the process of learning how to learn takes on even more importance in the face of our dilemma.

This presentation is taking on the sound of Lewis J. Carroll's celebrated Walrus in that I have talked of "shoes and ships, and sealing wax, and cabbages and kings." I must, however, make one last point. There is a magic ingredient in our system which is the real touchstone of the educative process. The most important single piece of the scheme of education remains the teacher. The vast assortment of ideas, books, machines, and materials which are rapidly becoming available to teachers of the deaf offer an exciting challenge. I use the word challenge because it is just that -- a challenge to our ingenuity to take these tools of the trade and through them help deaf children enrich their lives and contribute to the improvement of society. But the use of foolproof machines and equipment to protect the learner from incompetent teaching is a professional deadend. There will never be a substitute for the humane, insightful, competent teacher. Phillip Jackson (1968), in writing about the relationship of machines and teachers, makes an interesting observation:

> "...the greatest intellectual challenge of our time is not how to design machines that behave more and more like humans, but rather, how to protect humans from being treated more and more like machines."

He suggests further that machines:

> "...may help in the [educational] process but they will not substitute for a firm sense of direction and commitment to the preservation of human values. Only people come equipped with these qualities."

Some years ago when the Red Chinese were overrunning the mainland of China, they confiscated much of the rich, coastal rice farm land. They forced the farmers to leave and began farming the land themselves. Because there was some guerrilla activity in the area it was necessary for those doing the work to have a lookout posted on the hill overlooking the area. An elderly couple lived in a small house on this hill so it was decided that they might remain there and function as lookouts. A bell was installed near their hut which they were to ring as a signal of impending danger to the workers. The elderly couple was faithful to their charge even though they were deeply hurt by what had happened to their community. One day there was an unusually turbulent storm far out at sea. From their vantage point on the hill the old couple could see that a tidal wave was approaching the coast which would surely engulf the workers. They frantically began ringing the bell, but the very weather condition that created the wave prevented the workers from hearing the bell. In desperation the elderly couple set fire to their house thinking that the workers, upon seeing the fire, would rush to their aid and thereby save themselves. The majority of the workers merely looked up momentarily and went back to their jobs. Only a few rushed to assist the couple. The others, of course, were drowned. Only those who cared for their fellow man were saved.

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MSSD: PROGRAMS AND PLANS

F. Eugene Thomure, Ed.D.
Assistant to the Director
Model Secondary School for the Deaf
Washington, D. C.

Dr. Hicks talked about unshackling our schools and developing within them a climate for new and experimental approaches to educating deaf individuals. This brought to mind a passage from Dr. Vernon's book:

> Much of deaf education represents a microcosm of our general education and political system. Most of us were also cramped into a classroom niche in a desk and chair bolted to the floor. This unnatural cage that we all so early allowed ourselves to be thrust into symbolized the natural limits on our mind's pursuits. To get up and explore the surroundings or spontaneously communicate with one's neighbor was regarded as a threat to the prevailing order. In such stuffy classrooms, seeds of ideas dry up for want of fertile fields. A little sun gets through here and there but mostly we are trained to become trivia's yeomen.
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> (Vernon, 1971, pp. 5-6)

Dr. Hicks talked also about a curriculum which would allow for the different developmental patterns and learning styles of students. He mentioned a curriculum which would be relevant to particular needs, abilities, and interests.

It reminds me of that wonderful story in education called the Animal School. Educators have been laughing at this story for years, but it seems that not too many people do anything about it. I am sure you all remember the story. The animals got together in the forest one day and decided to start a school. There was a rabbit, a bird, a squirrel, a fish, and an eel--and they formed a board of education. The rabbit insisted that running be part of the curriculum. The bird insisted that flying be in the curriculum. The fish insisted that swimming be in the curriculum. The squirrel insisted that perpendicular tree climbing be in the curriculum. They put all these things together and wrote a curriculum guide. Then they insisted that all of the animals take all of the subjects. Although the rabbit was getting an 'A' in running, perpendicular tree climbing was a real problem for him. He kept falling over backwards. Pretty soon he got to be sort of brain damaged and he couldn't run anymore. He found that instead of making an 'A' in running, he was making a 'C' and of course he always made an 'F' in perpendicular climbing. The bird was really beautiful at flying. When it came to burrowing in the ground, he couldn't do so well. He kept breaking his beak and wings. Pretty soon he was making a 'C' in flying as well as an 'F' in burrowing--and he had a helluva time with perpendicular tree climbing. You can imagine the problems encountered by the other animals. The moral of the story is that the animal who was valedictorian of the class was a mentally retarded eel. But they were all happy because everyone was taking all of the subjects and it was called education.

Now we might laugh at this, but have we not been trying to make everybody like everybody else? The ability to conform has been governing a student's success on the educational scene for a long time. It seems to me that we in education have forgotten the beautiful uniqueness of each individual. This may be even more true in the area of special education. We talk about THE mentally retarded, THE brain damaged, THE deaf. Then we compound this by emphasizing all the things that THE deaf cannot do. And the value of expectations on the part of teachers has been authenticated and has received wide attention by what is known as the Rosenthal effect.

But to return to the concept of uniqueness of each individual, it appears to me that education should be the key factor in helping each person discover his own uniqueness; it should be the main force in showing him how to develop this uniqueness; then it should provide the necessary avenue for the individual to test appropriate ways of giving this uniqueness away. Perhaps, this is what we are really talking about when we attempt to individualize learning. For in individualizing learning, are we not individualizing uniqueness?

The Model Secondary School for the Deaf (MSSD) is charged with the responsibility of developing educational programming based on contemporary concepts of teaching and learning. To this end extensive emphasis is placed on: (1) techniques related to individualizing and personalizing the curriculum, including major technological support services and (2) experimental and highly creative approaches which indicate promise of success. These approaches relate to and are within the construct of open classrooms, modular scheduling, a broadly elective curricular base, differentiated staffing, and an educatively rich environment which affords deaf adolescents opportunities to select and pursue a challenging and exciting program. Regardless of whether a MSSD student plans to attend a post-secondary program or go directly into employment, a program must be designed and developed for him/her to be adequately and appropriately prepared to face the "real world."

Although the MSSD program directly serves a region consisting of five states and the District of Columbia, it is in essence national in scope. The model aspect of the school is required to respond to a national commitment to provide a variety of exemplary programs in addition to teaching the students enrolled. These include technology development, educational program development, research and evaluation programs, professional staff development programs, fiscal management policies, parent education approaches, resident and foster home living programs, administrative and management policies, personal counseling techniques, and a variety of dissemination programs.

Our concept of a model is not a pie in the sky facility and operation which other parts of the country will attempt to duplicate in its entirety. Instead, we feel it is our responsibility to develop and experiment with new ways for educating deaf youth. Demonstration of those programs and techniques that work will be manifested in three general methods: (1) by dissemination procedures to schools and programs for the deaf across the country, (2) by inviting professionals in the field to MSSD to work with materials and within programs, and (3) by sending people from MSSD to schools and programs to demonstrate and work with educators. The new facilities will allow for these types of activities.

At the peak of its operation, the Model Secondary School will serve a student body of 600 students, 450 of whom would be in residence. Research data support 600 as a minimum student body for comprehensive curricular offerings at the high school level. MSSD will be able to concentrate efforts on a broad scale to develop a comprehensive program on the secondary level. In addition, it is in a position to test the concept of regionalization where a large number of deaf high school students and a plethora of resources may be focused on providing a wide range of programs.

One of the basic philosophies of the MSSD implies that learning is a natural process that cannot be forced. Therefore, a major part of the learning process involves letting the students explore and express themselves. This was quite evident, perhaps more than some of us would like to see, in our so-called wall episode. This was a situation in which a group of our students decided to use a section of the wall for some graffiti. There are schools which do provide such space for students to express themselves. Well, ours did and the affair turned out to be an excellent learning experience and pointed out a need for providing for this kind of overt expression. We have, therefore, painted one of the walls in the school with a washable surface for students to give vent to their feelings.

Forced learning is manifested in the storage of facts, and in rote memorization. To enable learning to continue as the natural process it should be, the curriculum must evolve; it must be individualized. This, then, precludes such elements as identical or even similar assignments for all students, a teacher-chosen grade as the measure of learning, and a teacher dominated classroom climate.

At MSSD we are attempting to create a climate which is conducive to personal growth for students and staff, a climate in which innovation and experimentation are not decimated for any student or staff member, a climate in which the capacities of all students and staff are nourished, and a curriculum focused on self-directed learning. This is being done through means other than the traditional and conventional educational approaches which various writers have termed in such words as: dehumanizing, destructive, repressive, irrelevant, joyless, impersonal, obsolete, and authoritarian, and in which Carl Rogers (1971) says significant learning is made improbable.

The atmosphere at the Model Secondary School is one of open space and personal involvement, and a spirit of naturalness among students and staff. This is most evident in the Division of Instruction areas. (I prefer Division of Learning Facilitation.) That Division will be discussed by Mr. Garretson but I would like to comment on the open classroom concept and some of the opportunities it affords. It seems to me that if we are to expect students to develop self-determination, independence, a strong positive concept, sensitivity and compassion for others, and participatory skills in group living, we delude ourselves into thinking that a walled environment will accomplish these traits.

Among other things, open space provides an opportunity for students: (1) to interact with a number of teachers in each subject area, (2) to interact with a number of people in the school that students normally see very seldom in traditional schools, (3) to interact with many more schoolmates than normally are available, (4) to interact with students of various age groups, and (5) to interact with students possessing various degrees of language proficiency.

In short, the open classroom with a concomitant appropriate curriculum allows students to be exposed to what we like to call a real world school. And our teachers do not conduct monologues; learning is not rote, and discipline is not an obsession. We feel that we have unshackled the students, teachers, and other staff.

Of course, the real test of the value of the Model Secondary School for the Deaf will be its effect on the educational programs across the country. So before you interpret my enthusiasm and optimism as turgid tosh, I ask that you be patient and supportive of our efforts--patient because for the next two years we will be operating in temporary buildings with a student body of less than 100, and supportive because it will certainly make it much easier and much more likely to succeed with your cooperation.

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SPECIAL REPORTS

EDUCATIONAL PROVISIONS FOR THE DEAF MULTI-HANDICAPPED CHILD IN 1971-72

by

Richard G. Brill, Ed.D.
California School for the Deaf, Riverside

In January, 1972, a survey was made to determine the number of children in schools and programs for the deaf in the United States who were classified as multi-handicapped, the number of those for whom special programs were provided, the number of programs providing special units and special classes, and the proportion of children in various categories of handicap.

Table I gives some of the results of that survey. Questionnaires were sent to a total of 164 schools and programs and replies were received from 117 or 71.3%. The results are reported for residential schools, day schools and day class programs. The American Annals of the Deaf, in its Directory issue, lists 61 public residential schools, 31 day schools (where the school building is exclusively for deaf children), and many day class programs. This survey was sent to those day class programs that reported having 50 or more children enrolled in the entire program.

TABLE I

1972 Survey of Deaf Multi-Handicapped Children Enrolled in School

	Total	Residential Schools	Day Schools	Day Class Programs (50 or more children)
Number of questionnaires	164	61	31	72
Number of responses	117	49	19	49
Percentage of response	71.3	80.3	61.3	68.0
Number of children in responding schools	23,897	15,691	2,590	5,616
Children in special units or classes	3,152	1,847	336	969
Percentage	13.2	11.8	13.0	17.2
Children considered DMH, but no special program	2,647	1,664	573*	410
Percentage	11.1	10.6	22.1	9.6
Total children considered M.H.	5,799	3,511	909*	1,379
Percentage	24.3	22.3	35.1	24.5

* Includes 274 children in Day School J-47 in New York City

Table II shows the number of teachers and teacher aides in deaf multi-handicapped programs.

TABLE II

Numbers of Teachers and Teachers' Aides in Deaf Multi-Handicapped Programs

	Total	Residential Schools	Day Schools	Day Class Programs
Number of teachers of Deaf Multi-Handicapped	392	276	51	165
Number of programs	74	44	11	18
Number of teachers' aides	134	68	20	45
Number of programs	56	32	10	13

It is only the residential school that is likely to have a sufficiently large enrollment to establish a completely separate unit as differentiated from separate classes for deaf multi-handicapped children. The exception to this is the City of New York. Of the 49 public residential schools responding to the survey, a total of eight currently have a completely specialized unit on their campus devoted to deaf multi-handicapped children. These eight schools are the Alabama School, the Arkansas School, California School for the Deaf, Riverside, the American School in Connecticut the Indiana School, the Marie H. Katzenbach School in New Jersey, the Western Pennsylvania School and Tennessee School. The enrollment in these special units range from 10 children in the Indiana program to 98 children in the American School program. In addition, the Maryland School for the Deaf is currently building a 50-student unit which they expect to have ready in 1973. This unit is planned specifically for children who eventually will be able to move into the educational mainstream.

TABLE III

Number of Special Programs and Special Units

	Total	Residential Schools	Day Schools	Day Class Programs
Programs responding	117	49	19	49
Special classes for D.M.H.	80	37	15	28
Special Units	9	8	1	
Percentage of programs with Special Provisions	76.1	84%	79%	57%

Four of the eight schools that have special units in addition have special classes for deaf multi-handicapped children within the regular departments of their school program. Including those four, there are a total of 37 of the 49 schools responding to the survey that have special classes. This leaves eight public residential schools with no specific provision for deaf multi-handicapped children.

Another way of looking at this data is that 84% of the residential schools surveyed now make special provision for deaf multi-handicapped children, 79% of the day schools surveyed make such provision, and 57% of the day class programs having more then 50 children in a total program make special provisions.

TABLE III - A

Public Residential Schools with Special Units

	Enrollment
Alabama	45
Arkansas	59
California, Riverside	61
Connecticut, American School	98
Indiana	10
New Jersey - M.H. Katzenbach School	72
Pennsylvania (Western Pittsburgh)	49
Tennessee	23
Maryland (to open in 1973)	50

Illinois (Has a special unit but did not respond to the survey)

TABLE IV

Proportion of Various Additional Handicapping Conditions

		All Schools		Residential Schools		Day Schools		Day Class Programs	
		%	No.	%	No.	%	No.	%	No.
1.	Mentally Retarded	29.7	804	28.9	478	27.3	153	34.9	173
2.	Learning Disabilities	22.8	618	30.4	304	8.0	45	14.3	71
3.	Visual	9.4	255	5.6	94	15.7	88	14.7	73
4.	Emotionally Disturbed	7.6	206	6.6	109	12.0	67	6.0	30
5.	Learning Disabilities - Emotionally Disturbed	7.3	198	7.5	124	8.8	49	5.0	25
6.	Cerebral Palsy	4.9	133	4.5	75	5.0	28	6.0	30
7.	Heart Defects	4.5	121	2.4	40	8.2	46	7.1	35
8.	Mentally Retarded - Emotionally Disturbed	4.2	114	3.9	64	1.3	7	8.7	43
9.	Other*	9.6	261	10.2	168	13.8	77	3.2	16
	TOTAL		2,710		1,654		560		496

* Other includes:
121 with two or more additional handicaps
25 aphasic
22 bilingual or culturally deprived
19 other physical handicaps
15 educationally deprived
8 hyperactive (CNS)
8 slow learner
5 brain injured
4 perceptual
2 muscular dystrophy
2 epileptic
1 Ushers Syndrome

Conclusions

1. A total of 13.2% of the total enrollment is in special units or classes for deaf multi-handicapped children.
2. An additional 11.1% of the enrollment is considered deaf multi-handicapped, but are not enrolled in any special programs.
3. Combining the above two categories givas a total of 24.3% of the current enrollment in schools for the deaf as being deaf multi-handicapped.
4. Special provisions for deaf multi-handicapped children are provided by 84% of the residential schools responding to the survey, by 79% of the day schools responding to the survey, and 57% of the day class programs that have an enrollment of 50 or more children that responded to the survey.
5. There are nine public residential schools with special segregated units for deaf multi-handicapped children and an additional school will open a new unit in 1973.
6. Deaf children having an additional handicap of mental retardation or learning disabilities constitute more than half of the deaf multi-handicapped group.
7. There is some evidence that schools with special units are serving more severely deaf multi-handicapped children as half of these schools also have deaf multi-handicapped children in special classes in addition to those in their units.

REPORT ON

POST-SECONDARY EDUCATION FOR THE DEAF ACROSS CANADA

Joseph G. Demeza, Litt.D.
Ontario School for the Deaf, Belleville

For many years the majority of Canadian deaf students desiring education beyond that offered at schools for the deaf have locked to Gallaudet College to meet their needs and a significant number of students from all across Canada have been enrolled and have graduated from Gallaudet College. Canadian students are grateful for this opportunity. Usually in recent years the costs of their tuition, lodging, and travel has been paid in varying degrees from Federal-Provincial funds administered by the Vocational Rehabilitation Branch of their respective provincial governments.

Unfortunately for Canadian students, the National Technical Institute for the Deaf in Rochester is not able to enroll foreign students. Sone Canadian students have been attending the technical vocational institutes in the United States which have support services for the deaf.

The trend is now becoming evident towards support services being developed at post-secondary facilities in several Canadian provinces. The following is a brief summary of these developments. As education in Canada is a provincial responsibility, rather than a federal one, the information that follows is presented by provinces from west to east.

British Columbia

Students graduate from the provincial school for the deaf at 18. Those who wish further education may attend Vancouver College, a post-secondary institution, for an orientation program of four, eight, or twelve months. From this program they move into career training of their choice guided by aptitude and interest. While in college they are provided with counselling, academic teaching and, if necessary, interpreters. The emphasis is being placed upon upgrading a student's academic and vocational qualifications during a day school program and it is being developed on a formal basis.

Alberta

Alberta College in Edmonton, an independent secondary school, has begun the development of an adult education program for the deaf. It aims at academic upgrading and support services in some business training. Students are usually financed by Vocational Rehabilitation Services.

Saskatchewan

While there is no formal post-secondary program at present, several graduates of the Saskatchewan School for the Deaf attend Gallaudet College and some attend the program at St. Paul Technical Vocational Institute in Minnesota. Others have gone on to trade schools for the hearing. They are financed by Manpower or the Rehabilitation Branch of Welfare in Saskatchewan.

Manitoba

The Manitoba Co-ordinating Council for the Hearing Impaired has been formed to meet twice a year. Its main work is carried on throughout the year by Standing Committees, one of which is a committee on continuing education. This committee has recommended:

1. The use of Basic Training for Skill Development Courses with vocationally oriented students at the Manitoba School for the Deaf in order to bring students up to the level of entrance to Community Colleges. The program consists of Science, Mathematics, and Communication.

2. The provision of interpreters at Red River Community College so that greater vocational opportunities are available to the deaf.

Several students attend St. Paul Technical Vocational Institute in Minnesota.

Ontario

As the result of a study by a special committee appointed by the Minster of Education to consider post-secondary education of hearing handicapped students in Ontario, George Brown College of Applied Arts and Technology has appointed a co-ordinator to establish a special support service unit for hearing handicapped students in attendance at George Brown College or any other College of Applied Arts and Technology in Ontario. The unit will assist in the provision of conditions under which students may best develop their potential and the co-ordinator will serve as a consultant to any college in which students with hearing disabilities are enrolled. Many of these Ontario colleges have been accepting deaf applicants for a variety of two-year courses. The development of support services will increase the opportunities for success of deaf students.

Sheridan College of Applied Arts and Technology has recently sponsored the operation of the night school classes for deaf adults offered for the past four years at the Ontario School for the Deaf, Milton. Other night school courses for deaf adults have been offered at Niagara and Centennial Colleges of Applied Arts and Technology and at Northern Secondary School and the Evangelical Church of the Deaf in Toronto.

Newfoundland

Several deaf adults have been accepted for vocational training under the auspices of Canada Manpower.

Prince Edward Island, Nova Scotia, New Brunswick

I am not aware of post-secondary programs in these provinces. Two of the vocational staff members of the Interprovincial School for the Deaf are presently doing an intensive study of post-secondary facilities in the United States.

Summary

Significant gains have been made during the past two years in the provision of post-secondary educational opportunities. In several provinces these opportunities are likely to be expanded considerably in the next year or two.

HOUSEPARENTS AND THEIR STATUS IN RESIDENTIAL SCHOOLS FOR THE DEAF IN THE UNITED STATES*

A XEROX SOCIAL SERVICE LEAVE PROJECT

Kenneth R. Lane, Investigator
Middletown, Connecticut

In September of 1971 the Xerox Corporation announced the intention to grant at least 20 leaves-of-absence to employees submitting projects to help their fellowmen. Xerox offered full pay and benefits as well as reinstatement of present positions within the company to its 35,000 employees. Over 210 employees applied and 21 were chosen. Two received 6 months leaves, 10 received one full year.

With the sponsorship of the Conference and the advice of Dr. Hoffmeyer and Dr. Stelle, my application was accepted. It was decided that a proposal for social service leave should focus on a needy problem within the profession --- that of training for houseparents in residential schools. The year's leave and the project begins May 1, 1972, and ends April 30, 1973. I am most grateful to the Conference for their support and the postage and materials fund they have set up for this project.

In February of this year, a paper survey was begun. Questionnaires were sent to the 73 residential schools listed in the Annals. To date, 59 schools have responded, 2 have indicated a changed status to Day Schools, and 12 have not yet reported. It is hoped that a 100% survey will be completed and mailed to each school participating later this summer.

*This project will endeavor to aid schools to begin on-going, in-service training programs for houseparents in residential schools for the deaf.

Houseparent Status

With an 80% report to date, it is found that: There are 1,829 houseparents; 57% hold high school diplomas; 7% have one year of college training; 9% have two years of college; 6% have three years of college; 13% have a Bachelor's degree or better; 8% have not completed high school.

Conference Certification:

98 have Class C certification

22 have Class B certificates - (This is 7.5% certification of)
(residential school houseparents)
20 hold Class A certificates - ( )

1,689, or 92.5% of houseparents are UNCERTIFIED!

Student Responsibility:

Houseparents are charged with the care of 14,156 residential students as well as 4,244 day students. This is a total of 18,400 deaf students. Assuming a direct responsibility to the residential students, the student-houseparent ratio works out at 7.4 to 1. However, due to shifts, etc., the actual ratio figures at 19 to 1. Of these 18,400 students, 18% have extra handicaps. (This figure may be higher as several schools did not report on this question.) 11% of students are Black, 2% are Spanish-American, 1% are Puerto Rican, .6% are Oriental, .6% are Indian, and .5% are classified as OTHERS and made up of Portugese, Pakistanians, Hawaiians, Philippinoes, etc.) This makes a total of 15.7% of students with ethnic backgrounds. 84.3% are listed as White.

Salaries

Monthly salaries range from $0 to $1,175. One Catholic school reported no salary for the Sisters doing houseparent work because of the nature of their religion. The average houseparent salary across the nation works out as $512.00 per month. 31% of the schools were above this figure. It is noted that many schools include meals and some board and room in addition to figures reported. Thus, without discerning value of room and board, the figure of $512 may be somewhat higher. It is also noted that approximately only 34% of houseparents live on campus full time.

Houseparent Training

Of the 59 schools reporting, 26 have no regular budget funds earmarked for houseparent training, 29 have regular budget funds for training or Title I money, and 4 schools are able to get funds only occasionally.

Fifty-two schools hold regular houseparent meetings for the purpose of discussing problems and improving counselling. Of the 7 schools that report irregular houseparent meetings, 4 mentioned scheduling problems in doing so.

Eight schools have nearby colleges that offer courses for certification purposes if houseparents wish to pursue them. Two schools mentioned 2 nearby colleges. And, one state noted 3 colleges nearby that offered courses that would satisfy the Conference. This left 48 schools with no nearby college offering suitable courses for training of houseparents or for their certification.

Summer Study for Houseparents

According to superintendents, should Gallaudet College, New York University, or other colleges offer summer training courses leading to certification, 37% of houseparents would be interested, and they felt that from 44% to 45% of houseparents presently employed could do the necessary undergraduate work. In numbers that is 698 houseparents interested and 822 capable.

Houseparent Training Project to Date

The houseparent in-service training workshops being planned for the 1972-73 school year have the following objectives:

A. to orientate houseparents to a growing body of knowledge needed by paraprofessionals in a residential school. This overview will include topics such as drugs, smoking, sex education, behavior modification, communicative skills, care of hearing aids, role of sound in acquisition of language, organization of recreational activities, certification requirements. (Movies, tapes, transparencies, pamphlets and demonstrations will be used.)

B. to ascertain training needs of houseparents. (Discussion and short questionnaires will be employed.)

C. to obtain a personal knowledge and insight into the attitudes of houseparents as to their feelings about responsibilities, abilities to cope, and their feelings of importance on a professional staff. (This subjective report will be shared with superintendents and colleges planning to establish summer training programs.)

D. to foster an enthusiasm and an understanding among houseparents as to the need for upgrading skills and obtaining certification as well as to enhancing their contribution on a residential campus.

Three-to-four day workshops are planned. Two sessions per day at 1 1/2 hours per session should be able to be worked in a houseparent workday. It is noted that many schools want the week prior to opening of schools for such a workshop. A complete schedule will be sent to schools indicating desires for such a workshop. Following each workshop, a syllabus will be given to each superintendent. This syllabus will contain suggestions for in-service training, using resource people on the campus as well as outside professionals. It will also contain bibliographies of films, pamphlets, articles and books pertinent to in-service training needs as well as sources and prices for each.

So far --- 21 schools indicate they would like such a workshop and can pay travel expenses for the conductor and supply room and board.

- 15 other schools would like to share expenses.
- 5 schools are awaiting budget or Title I funding.
- 11 schools have no funds (2 of these have funds but are not permitted to use them for out-of-state people).
- 3 schools have training programs planned for the summer already.
- 1 school has an on-going, very sophisticated program.
- 2 schools are satisfied with status quo as they have college-trained people rotating on a two year basis,
- 1 school has students with families near the school.

This is the status of houseparents and their training to date, according to our survey. Improvement in attention to houseparents and their status seems very obvious. Yet, there is much that can be done. It is hoped that our current project will initiate an impetus toward on-going in-service training in schools for the deaf. It is wondered whether the 13% of houseparents with college degrees cannot meet certification requirements, or whether or not the 7.5% already certified cannot be increased with a push from administrators.

BUSINESS MEETINGS

REPORT ON

COUNCIL ON EDUCATION OF THE DEAF

Ben E. Hoffmeyer, President

The Council on Education of the Deaf primarily has been involved during this year in getting the proposed Standards for the Certification of Teachers of the Hearing Impaired approved by the three organizations. This approval has been achieved and the official date of approval was January 15, 1972. Two years from this date it is hoped that Conference certificates will be exchanged for C.E.D. certificates. The conversion fee from the old A and B certificates to C.E.D. certificates will be five dollars.

Dr. Roy Stelle, Dr. Ralph Hoag and Dr. Leo Connor have been authorized to design a new certificate.

The following procedures were approved at the January meeting concerning the Standards of Certification:

1. be published with a history of how they came into being and be distributed with a cover letter from the C.E.D. president.
2. distribute copies to schools, classes, universities and state departments of education as an announcement.
3. design and publish new application forms.
4. design and publish new certificates.

It was approved by the Council that the Secretary of the Teacher Certification Committee be authorized to employ a part-time secretary to assist during this time of exchange because the work load will be exceptionally heavy.

The president has been carrying on correspondence with Mr. Oosima-Isao of the Nippon Rowa Gakko School for the Deaf in Japan in respect to the International Congress. The Congress has been definitely set for August 25 through August 29, 1975. The World Federation and the American Instructors of the Deaf will meet during the summer of 1975 but not on the same dates.

The Committee on Legislation has been active but the Council feels this committee should take a more active role in determining legislation concerning the deaf. Their role was determined to be to

1. gather information
2. communicate with the Executive Board
3. generate priorities
4. take stand for and against legislation
5. propose new legislation as needed

Dr. Jack Birch was invited to confer with members of the Council on Education of the Deaf on standards and certification. Dr. Birch was a leader in getting standards, certification and accreditation for services for the blind. The blind approached certification and accreditation from the standpoint of approving programs rather than people.

An ad hoc committee of the Council was appointed to study accreditation problems at greater length and report back at the summer meeting.

There is concern by members of the Council on the block grant system for teachers' training of the deaf. These concerns are as follows:

1. The absence of a staff member in BEH trained in the field of the deaf.
2. The priority has now been given to the university to dole out

money and seems to downgrade and not give priority to the deaf.

3. They emphasize doctoral programs first, master's second and undergraduate last.
4. They report that 87% of the need for teachers of the deaf is filled.

It was recommended that:

1. Some commitment should be received that a staff person trained in the field of the deaf be employed in BEH.
2. A statement as to the amount of money set aside for the deaf for 1972-73.
3. Improved communication with BEH concerning the preparation of teachers of the deaf.
4. The Teacher Training Committee of C.E.D. make an appointment to meet with Bruce Balow to discuss the above points.
5. The President of C.E.D. write to Bruce Balow stating our position.

As President, I express my gratitude and that of the entire Executive Board to Dr. Ralph Hoag for his tremendous contribution to the education of the deaf through his work and his Committee's work in this milestone accomplishment in the area of standards and certification for teachers of the deaf. Dr. Roy Stelle and his staff are also commended for carrying a heavy responsibility in certification of teachers of the United States.

REPORT ON

COUNCIL ON EDUCATION OF THE DEAF

STANDARDS FOR THE CERTIFICATION OF TEACHERS OF THE HEARING IMPAIRED

Ralph L. Hoag, Ed.D., Chairman
Committee on Professional Preparation and Certification

I am pleased to be able to announce that the long awaited publication of CED Standards for the Certification of Teachers of the Hearing Impaired is now ready for distribution. These standards were approved for adoption by the Conference of Executives of American Schools for the Deaf at its meeting in Little Rock in 1971, by the Convention of American Instructors of the Deaf also at Little Rock, and by the Board of Directors of the Alexander Graham Bell Association in November of 1971.

The document was then reviewed by the CED Executive Board in January of 1972 and adopted as its new program for the certification of teachers.

A brief history of the development of these standards is included in the publication in the Foreword. A more comprehensive report of the activities of the various committees that worked on this report is included in the published reports of both the CEASD and the CAID meetings in Little Rock.

This certification program, now sponsored by the CED, is a continuation of the program formerly handled by the Conference of Executives. The program has always been open to all teachers who wished to receive the recognition it offered for the training they received.

What this program is is best described by Dr. Ben E. Hoffmeyer in his letter accompanying the recent distribution of this publication.

> "A certificate awarded by the CED recognizes to its own membership that the holder has completed an established minimum level of professional preparation and has had a period of successful teaching experience. This certificate has no other official or legal significance."

Whatever impact this document has on programs for the preparation of teachers will depend a great deal on how it is used by administrators of educational programs and those who are concerned with the preparation of teachers and how it is eventually used and regarded as reasonable standards for teachers in our field by those who are in both general and special education.

Since the CEASD played such a vital historical role in the development of training standards for our field, it is felt that a brief history of this and the contributions of the CAID and A. G. Bell organizations should be included in the record of this meeting.

The Conference of Executives of American Schools for the Deaf was the first professional group to develop and publish an agreed upon set of minimum standards for preparing teachers to work in this field. The work of this organization dates from 1930 at a time when most programs were school-centered,in-service type activities. They then set up a mechanism for the review and approval of such programs which subsequently influenced university affiliation, adoption, and sponsorship.

The certification program, initiated by the CEASD for all who wished to participate, provided a teacher with appropriate recognition for completing the recommended minimum program of professional preparation.

By 1969 over 6,000 persons applied for and were granted certificates. Recognition and general acceptance of the 1930 standards by the few programs in existence in the early days grew to 46 college and university programs in 1969. The later revision of the CEASD standards (1952) was used extensively as guidelines for the development of teacher preparation programs, development of standards for licensing teachers by states, development of qualifications for teachers in state and local school programs, and by the U. S. Office of Education for the awarding of grants to institutions of higher education.

A number of national conferences have been held during the years following federal legislation in 1961 (P. L. 87-276) which provided financial support for the preparation of teachers of the deaf. The first among these, in 1964, was the Virginia Beach Conference on the Preparation of Teachers. Others that followed included the series of conferences on professional standards sponsored by the Council for Exceptional Children in 1965-66, the Colorado Conference on Education of the Deaf in 1967, and others. The published reports of these conferences included among their many recommendations that current standards for programs be revised and strengthened. Flexibility of guidelines for specialization, new knowledge about strategies and techniques for teaching, and use of technology and media were a few of the suggestions for inclusion.

If one were asked to identify a single major influence for change, from among the many already mentioned, the recommendation from those who attended the Virginia Beach Conference in 1964 was the strongest and most explicit. The pertinent language recorded on this topic is as follows:

> "National standards should be established by a single organization representative of all or most of the persons involved in the teaching of deaf children and in the administration of teacher preparation programs . . . The Conference participants recommended that the Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf cooperate in establishing a committee within the CED, and that the membership of the committee be restricted only in that all members must be trained and experienced teachers of the deaf. Any standards set by such a committee would have legal status only to the extent that they were adopted by state certifying bodies."

Events occurred within the CEASD and the Council on Education of the Deaf during the several years following the Virginia Beach Conference. These events led to the implementation and final realization of the recommendation that grew out of that conference.

During 1968, an ad hoc joint study group was assigned the task of developing a preliminary standards document for the preparation of academic teachers of the deaf. This committee was made up of members from the Alexander Graham Bell Association, the Conference of Executives of American Schools for the Deaf, and the Convention of American Instructors of the Deaf.

In July of 1969 in Berkeley, California, a new committee on professional preparation and certification was established by the Executive Board of the CED and members were appointed. This action was taken following resolutions from its three member organizations that such a committee be established.

The new officially appointed CED committee was charged with the responsibility for working with all interested persons (including administrators; teachers; teacher educators; federal, state, and local officials; organizations; and the deaf community) toward the development of a set of updated standards. It was hoped that the committee would produce a universally acceptable set of standards that could be effectively used for the upgrading and improvement of programs eventually affecting personnel who work with hearing impaired children in our schools.

During 1969 a second ad hoc study group appointed by the Council was busy at work developing recommended standards for the preparation of vocational and other related special subject area teaching personnel. The report from this group was eventually merged with the earlier study group report containing recommended standards for the preparation of academic teachers.

The combined report prepared as a draft of proposed standards was widely circulated by the committee to state agency personnel, university program people, teachers, schools and classes for the deaf, and to the leadership of national organizations of the deaf. The topic of standards revision was put on the agenda of conventions of interested national organizations. Open discussion meetings were held at these conventions to get input from as many interested persons in our field as possible.

Open Discussion Meetings Held

Conference of Executives Meeting, St. Augustine, Florida, April, 1970.

Alexander Graham Bell Association Convention, Philadelphia, Pennsylvania, June, 1970.

National Association of State Directors of Special Education Meeting, Seattle, Washington, July, 1970.

National Association of the Deaf Convention, Minneapolis, Minnesota, August, 1970.

West Coast Special Open Forum, Berkeley, California, October, 1970.

It has taken the CED Committee two and one-half years to complete its assigned task. The results of these combined efforts are included in this document. These standards were formally adopted by the CED, with the consent and approval of its member organizations, on January 15, 1972. It is recognized that this effort is only the first step leading to others that must be taken to make these very basic standards work effectively for eventual improvement of instruction for children in our schools.

Copies of this publication were mailed last week to 3,000 persons which include administrators of schools and classes, teacher educators, State and Federal officials in education and certification, speech and hearing agencies and centers, administrators of rehabilitation services, offices of organizations of the deaf, directors of media centers, administrators of post-secondary programs for the deaf, and others.

The offices of A. G. Bell, CEASD, and CAID have copies of the publication and will handle requests for additional copies.

Recognition should be given to those who have served as past chairmen and secretaries of the earlier CEASD Committee on Teacher Training and Certification. The people who served in these capacities along with other members on the committee over the years since the beginning in 1930 have done an outstanding job. These include Dr. Thomas S. McAloney, Dr. Ignatius Bjorlee, Dr. Howard M. Quigley, and Dr. Kenneth R. Mangan who served as chairmen during the period 1931-1969 and Dr. Irving S. Fusfeld, Dr. Richard G. Brill, and Dr. Roy M. Stelle who served as secretaries during the same period.

Probably the most significant feature of this project, one that all of us as educators recognized as a priority need, was the process that was used to achieve it. This document is the by-product of cooperation and combined efforts of persons representing the major organizations in our field directly concerned and involved in the education of seriously hearing handicapped children. It clearly illustrates that we as professionals in this very special field can work together effectively. Areas of definite agreement were identified, discussed, and recorded. As a result, this document should be much more useful to all of us.

There is no doubt in the minds of all of us that there are many other projects that we can and should work on together. The children we serve deserve no less than our total effort in their behalf.

The cooperation and assistance so willingly granted by officers of the three member organizations of the Council and the members of the Executive Board of CED who worked very closely with the committee every step of the way throughout the project are hereby acknowledged by the committee with gratitude.

These standards obviously represent only the first step in a series of activities that will have to be undertaken by the committee toward the goal of eventual implementation. As was done in the formulation of these standards, the process for implementation will be formulated with the help of all who are involved, concerned, and interested. Special assistance will be asked of those who are actually participating in the teacher preparation process in our colleges and universities.

The adoption of these standards marks a new milestone in the illustrious history of our profession. We now have an instrument that is designed to accommodate change. We begin now to test and evaluate the possible effect it can have on the eventual improvement of education for the children we serve.

REPORT ON

COUNCIL OF ORGANIZATIONS SERVING THE DEAF

Joseph P. Youngs, Jr.
CEASD Representative and Executive Committee Member

It has been my pleasure to represent the Conference of Executives of American Schools for the Deaf on the Board of Directors of the Council of Organizations Serving the Deaf. Since our last Conference meeting, I have participated in meetings of the Board at Atlantic City, New Jersey, on March 6, 1971, Washington, D. C., on October 8, 1971, and Memphis, Tennessee, on March 4, 1972. The Council of Organizations Serving the Deaf is composed of 24 organizations whose activities are directly related to the promotion of educational, vocational, social, economic and cultural advancement of deaf persons. Edward Carney, the Executive Director, states, "every national organization composed of deaf consumers is an active member with representation on the Board of Directors of the Council. Aggregate individual membership represented in this Council is in excess of 200,000 professional workers and laymen."

The Council is well into its sixth year of existence and can look back on some noteworthy achievements. In Atlantic City the Fourth National Forum was held with the theme "Medical Aspects of Deafness". In Memphis, Tennessee, this year, the Fifth National Forum met with the theme, "Perspectives in Education of the Deaf". Both forums were outstanding in content and in participation. The Memphis, Tennessee, forum broke all records in numbers of participants. Its format was unique. The keynote speaker conducted a "Love-In", which set the tone for the entire forum and resulted in a most profitable session. Mervin Garretson was Chairman of the Memphis forum and Gary Curtis chaired the Atlantic City forum.

The Sixth Forum will be held in Williamsburg, Virginia, March 21-24, 1973, with the theme, "The Deaf Child and His Family". Dr. David Denton, Superintendent of the Maryland School for the Deaf, has accepted the responsibility of chairing this forum.

Associate members are applying and being accepted for membership at an increasing rate. Among some newly accepted members are:

Deafness Research and Training Center, New York University
Ephphatha Cinema Corporation
Gallaudet College
Herbtours
National Grange
National Rehabilitation Association
Pittsburgh Hearing and Speech Society
Trenton State College
Western Institute for the Deaf
Western Maryland College

In 1971, the Television Committee of the Council was disbanded, but recent developments indicate the need for re-activating such a committee and a television task force is being established with members who are knowledgeable in the various aspects of television programming and techniques. The Council feels that it is essential that more time be devoted toward the improvement of television programs for the deaf population.

Financial needs are a pressing problem within the Council as support from HEW nears termination. The Council must find independent funds with which to operate. This is presenting a crisis. Attempts are being made to obtain assistance from HEW for an additional five-year period. Hopefully, this will give the Council time to raise needed funds. As of March 31, 1972, the Council is in need of $21,270.00 to meet budgetary requirements. The prospects are not promising.

In an effort to retrench financially, the bylaws of the organization were revised to limit membership on the Board of Directors to one representative from each member organization. This would cut in half the amount of travel and expense money to be paid members to attend meetings of the Board of Directors. It has been suggested that perhaps member organizations might be able to assume the financial responsibility for travel and per diem for their representatives to these meetings. This would lighten the financial burden considerably.

Committees working within the Board of Directors include Legal Rights, Religious Section, Law Committee, Higher Education Committee, and Financial Committee. That the Council has covered much ground in its few years of existence has been evidenced by the growth of state and community Councils of Organizations Serving the Deaf. Only much good can come out of a consolidation of people working together for a common purpose and COSD is setting the pace in many ways, serving as liaison to other ancillary professional organizations involved in the world of hearing or deafness. The Executive Secretary received many inquiries during the course of his active year and is able to serve as liaison with the federal government wherever action pertaining to the deaf is involved.

President Emil Ladner has expressed the hope that member organizations through their representatives on the Board will become more involved with COSD and participate more actively in some of the developments. The Council of Organizations Serving the Deaf needs the thinking of the member organizations and welcomes ideas in which to grow and to develop for the welfare of all deaf persons.

REPORT OF THE

EDUCATIONAL MEDIA COMMITTEE

Eldon E. Shipman, Chairman
The West Virginia Schools for the Deaf and the Blind

The Committee wishes to call the Conference's attention to Senate Bill, S. 3407, introduced by U. S. Senator Harrison A. Williams, Jr., of New Jersey. This bill expands communication and education services for the handicapped and, in particular, the deaf.

We suggest that you obtain a copy of this bill. If you like it, then urge everyone to support it. It appears that it may have a tremendous impact on the education of our deaf youngsters and be of great benefit to the deaf adult.

REPORT ON THE
EDUCATIONAL MEDIA DISTRIBUTION CENTER

Howard M. Quigley, Director
Washington, D. C.

This year marks the sixth that the Conference of Executives has been under contract to the U. S. Office of Education to conduct a distribution service for the Media Services and Captioned Films Branch. The Educational Media Distribution Center has grown steadily through the years, the annual contract agreements having increased from about $65,000 in 1966 to the current $424,000. The growth has been reported to you previously. This year new responsibilities have been added, including financing caption writers, the development of lesson guides for captioned films and sub-contracting for various printing projects. The cost of operating the three feature films libraries has steadily increased along with that of operating the 60 depositories around the country.

Currently a four-man task force is making an in-depth study of our film distribution system, with an eye to reorganizing it in view of the increased demands that may be placed on it, particularly on the training film group. The report of the task force will be ready the latter part of June, according to the schedule.

Until this year I have been giving 70% of my time to the EMDC, under the contract. This year I give full time to the EMDC. It appears that consideration will need to be given to an alternative plan for administering the various activities of the national offices, separate from the EMDC.

The EMDC now employs six full time workers and one half-time worker.

We regret the retirement of Miss Annemarie Stumbke, who has been with us since January, 1967. Her replacement is Miss Tina Albergottie. One additional employee joined the staff last September. Her responsibilities include the centralized booking program for educational captioned films now operative in six states, and the handling of negotiations for replacing damaged and lost films.

For your information a financial report for the period July 1, 1971 to June 30 , 1972 is attached. Any questions you have about this will be welcome.

As always I wish to express my appreciation to the members of the staff for their cooperation and willingness to rise to the occasion when extra effort is required.

April 30, 1972
Toronto, Ontario, Canada

TELEPHONE
652-7300

GILBERT WALKER
CERTIFIED PUBLIC ACCOUNTANT
7910 WOODMONT AVENUE
BETHESDA, MD. 20014

July 28, 1972

Conference of Executives of American Schools
for the Deaf
5034 Wisconsin Avenue, N. W.
Washington, D. C. 20016

Gentlemen:

At your request I have conducted an audit of the accounts and records of the Conference of Executives of American Schools for the Deaf for the fiscal year ended June 30, 1972. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary under the circumstances. The results of my examination are contained in the following exhibit and schedules:

Exhibit "A" - Overall Summary of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972

Schedule "1" - American Annals of the Deaf Statement of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972

Schedule "2" - Educational Media Distribution Center Statement of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972

Schedule "3" - National Headquarters Office Statement of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972

In my opinion the foregoing statements present fairly the financial condition of the Conference of Executives of American Schools for the Deaf as at June 30, 1972, and the correct results of operations (on a cash receipts and disbursements basis) for the fiscal year ended June 30, 1972, in conformity with generally accepted accounting principles.

Respectfully submitted,

Gilbert Walker
Certified Public Accountant

SCHEDULE "2"

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

EDUCATIONAL MEDIA DISTRIBUTION CENTER

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 1972

CASH RECEIPTS			
USOE Contract			$ 442,994.47
Miscellaneous			336.84
TOTAL CASH RECEIPTS			$ 443,331.31
CASH DISBURSEMENTS			
Personnel Services (Including Fringe Benefits)		$ 175,479.15	
Rent, Insurance, and Utilities (Including Libraries)		22,726.89	
Postage, Delivery, and Freight		11,206.39	
Office Supplies		2,815.46	
Travel and Per Diem		6,283.61	
Printing Costs			
Reimbursable	$ 17,268.00		
For Office Use	1,525.87	18,793.87	
Consulting and Special Services			
Film Rejuvenation	$ 15,795.00		
Film Script Services	6,803.40		
Film Distribution Study	4,849.22		
Lesson Guide and Caption Writing Workshop	19,195.00		
Miscellaneous	343.50	46,986.12	
Computer Services		8,043.13	
Miscellaneous and Special Projects			
Printing Film Manuals and Lesson Guides	$ 10,930.12		
Equipment	540.22		
Editing Services - Easy Reading Bibliography	1,400.00		
Miscellaneous	30.00	12,900.34	
Overhead Payments to National Headquarters Office		17,896.00	
Equipment and Maintenance			
Reimbursable	$ 7,398.07		
For Office Use	1,941.00	9,339.07	
Film Supplies		22,323.03	
Film Depositories - Rent and Booking Fees		34,276.25	
Film Library Booking and Inspection Fees		23,231.32	
TOTAL CASH DISBURSEMENTS			412,300.63
EXCESS OF CASH RECEIPTS OVER CASH DISBURSEMENTS			$ 31,030.68
CASH BALANCE JULY 1, 1971			154.75
CASH BALANCE JUNE 30, 1972 - To Exhibit "A"			$ 31,185.43
ABOVE BALANCE COMPRISED OF:			
Checking Account			$ 31,185.43

REPORT OF

THE EDUCATIONAL MEDIA CORPORATION
Board of Directors Meeting
May 2, 1972
Toronto, Ontario, Canada

Members Present:

Dr. Roy Stelle	Dr. Ben Hoffmeyer
Dr. Stanley Roth	Sister Nora Letourneau
Dr. June Miller	Mr. Mervin Garretson
Mr. Edward Reay	Dr. Doin Hicks

The meeting was called to order by President Roy Stelle at 1:00 p.m. at the Royal York Hotel.

The minutes of the last meeting, held in Little Rock, Arkansas, on June 29, 1971, were approved as submitted.

President Stelle reported that no business had been conducted by the Corporation during the preceding year, therefore there had been no financial activity other than expenditures totaling approximately $15.00 for miscellaneous items.

It was reported also that effective October 26, 1971, the Corporation officially became tax exempt.

It was moved by Dr. Roth and seconded by Dr. Miller that the Board of Directors Class of 1972 be reelected to three-year terms which would terminate in 1975. These persons are:

Roy Stelle
Ben Hoffmeyer
Sister Nora Letourneau
Mervin Garretson
Terry Griffing

The motion carried.

There being no further business, the meeting was adjourned at 1:15 p.m.

Respectfully submitted,

/s/
Doin Hicks
Secretary
The Educational Media Corporation
555 Knollwood Road
White Plains, New York 10603

EXECUTIVE COMMITTEE

MINUTES OF THE MEETING OF SUNDAY, APRIL 30, 1972

ROYAL YORK HOTEL, TORONTO, ONTARIO

The meeting of the Executive Committee of the Conference of Executives of American Schools for the Deaf, Inc., held at the Royal York Hotel, Toronto, Ontario, April 30, 1972, was called to order at 2:00 P. M. by President Roy M. Stelle. The following members of the Committee were present:

Roy M. Stelle	New York
Lloyd A. Harrison	Missouri
Sister Nora Letourneau	New York
William J. McConnell	Virginia
Joseph G. Demeza	Ontario
Ben E. Hoffmeyer	Connecticut
Kenneth F. Huff	Wisconsin
Stanley D. Roth	Kansas
Robert D. Frisina	New York
Ralph L. Hoag	New York
Donald M. Plummer	Manitoba
Frank W. Powell	Texas
Eldon E. Shipman	West Virginia
Newton F. Walker	South Carolina

Absent:

Howard M. Quigley Executive Manager	District of Columbia

1. SUPPORT OF THE ANNALS

The minutes of the June 27, 1971, Executive Committee Meeting referring to the support of the Annals were clarified. The motion which was approved by the Conference called for a contribution of five thousand dollars ($5,000.) from the Conference of Executives treasury to the support of the Annals operation. There was no mention of a yearly contribution in the motion.

2. MEDIA SERVICES AND CAPTIONED FILMS CONTRACT

Eldon Shipman moved that Howard Quigley, Executive Manager of the Conference, be authorized to negotiate with the Office of Education for a contract for Media Services and Captioned Films. The motion was seconded by Stanley Roth and carried.

3. NAME OF CONFERENCE

After some discussion Ken Huff moved to retain the name Conference of Executives of American Schools for the Deaf and to make the necessary changes in the Constitutions and By-Laws which reflect the original title of the Organization. The motion was seconded by Donald Plummer and carried. Dr. Demeza suggested that an explanatory sub-title to the Conference name could be used to clarify membership. The following sub-title was suggested: An Association of Schools and Educational Programs for the Deaf.

4. PRINTING OF CEASD PROCEEDINGS

After a discussion of cost factors, distribution and cataloging of CEASD Proceedings, William McConnell moved to recommend to the Conference that the CEASD Proceedings be printed separately from the CAID proceedings. Newton F. Walker seconded the motion and it was carried.

5. MEMBERSHIP

After a lengthy discussion on membership in the organization the Executive Committee recommended that the Membership Committee in reviewing membership applications give special attention to Article II, Section 1--Object of the Organization.

6. AWARDS

After some discussion Ralph Hoag moved that the Dan Cloud Award not be given at the Conference Banquet. Robert Frisina seconded the motion and it was defeated.

Lloyd Harrison then moved that any awards presented at the Conference Meetings be Conference sponsored and authorized by the Executive Committee. N. F. Walker seconded the motion and it was carried.

The Meeting recessed at 4:00 P. M.

The Executive Committee reconvened at 9:00 P. M. and a discussion was held on Senate Bill S3158 which would establish an Office for the Handicapped in H.E.W. with a Director who would be a Special Assistant to the Secretary of H.E.W. and report directly to him.

The Executive Committee recommended that the Conference pass a resolution opposed to the Bill on the grounds that it is a duplication and overcentralizing of services.

Meeting recessed at 9:30 P. M.

OPENING SESSION

44TH MEETING

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

ROYAL YORK HOTEL, TORONTO, ONTARIO
SUNDAY, APRIL 30, 1972, 8:00 P.M.

DR. ROY M. STELLE, PRESIDENT

DR. STELLE
I think it appropriate at this moment, at the beginning of this meeting, that we have a moment of silence in tribute to two of our honorary members who have passed on. First, Dr. Powrie V. Doctor who died last summer in Paris, France, and Miss Mary Switzer who was the Head of the Department of Social Rehabilitation Services, Department of Health Education and Welfare. I wish you to stand for a moment of silence.

It is my pleasure at this time to introduce to you the Honorable Thomas L. Wells, Minister of Education of Ontario, who will give our welcome, and the response for Canada will be given by Mr. Donald Plummer of the Manitoba School for the Deaf, and the response for the United States, Dr. Richard Brill of the California School for the Deaf in Riverside. Mr. Wells.

MR. WELLS
Mr. Chairman, honoured guests and ladies and gentlemen:
You know, throughout the years I have gone to many conventions such as this, and conferences, as I am sure have you, and the little note that I was handed a few days ago when I was given the slip about what this meeting was about said at other times you have had Governors and so forth address you and it has always come to my mind why they always have a politician to open the convention, and I was thinking of a story I heard of a surgeon, an architect, and a politician trying to decide whose profession is oldest. The surgeon took out a copy of the Bible that he had and he leafed through to Genesis, and he said, "Look here in Genesis it says that Eve was created by a rib being taken from Adam." He said, "Now surely that was a surgical operation so my profession must be the oldest." And the architect, he said, "Here, give me the book for a minute." He took it and he leafed a few pages further forward in Genesis and he said, "Look, before that happened it says that order was created out of

chaos and that's what we architects do." Now some of us wonder about that but that's what they tell us they do. Meanwhile the politician, he just stood back and laughed and said, "Look fellows. Who do you think created the chaos in the first place?" That's, I think, what we are credited with doing many times.

I want to assure you I'm not here today to welcome you and to talk at the beginning of your Conference to create any chaos. I am really here to extend to you a very warm welcome on behalf of the Prime Minister of this province, the Honorable William Davis, and the government and myself to each one of you who have come here for the first time for your Conference. Now that may not be the first time for you to visit this province, but it's the first time I understand that this group has met here and we are very pleased that you have chosen Toronto and Ontario for your meeting. I have heard much about your group from Dr. Demeza and from Mr. Kennedy, who I know have worked with you for many years and who tell me that they gain much from their association with this group. We only hope that you, likewise, gain from what they are able to contribute and what they are able to tell you about what goes on in this province.

Our Ministry, the Ministry of Education, has the basic responsibility for the education of deaf children in this province. We have carried on this responsibility for over one hundred years. The school at which Dr. Demeza is the Principal was started over a hundred years ago in Belleville, which is down east of Toronto. We also have a school in Milton of which Mr. Kennedy is the head, and we are starting a rather new, I guess you might call it a newer experiment, that is in Metropolitan Toronto here now the local school board themselves do operate a school for the deaf and their own program. We welcome this. We are starting a new regional school in London, Ontario, but we hope that in the years ahead we will be able to more and more have the education of deaf children carried on in their own communities, and to this end all of us are working. I am sure that this is the kind of thing you will be talking about in your Conference here.

We have many things that we think are exciting and interesting in our programs here in this province and we welcome you to visit them. I am sure that the gentlemen from our schools will be here to tell you about them and will be able to arrange for any of you to go down and see any of our schools or our programs while you are here in Ontario.

We also, and I hope this doesn't sound too much like a lot of commercials but I guess we are rather proud of what we do here and I guess everybody likes to brag about their own area when they have a lot of visitors to it, but we have a new film which we have just put out called OUT OF SILENCE and I think you will probably have a chance to see it before you leave here. We think that it is going to be very worthwhile in furthering the aims and the understanding of our program of teaching deaf children. It isn't a film that has been produced for people like yourselves to show techniques or expertise in this area, but it is a film that has been produced for students and parents and the general public to show them what goes on and the whole thrust of the program and the new techniques in educating the deaf. We think it will be an excellent one to serve this purpose.

So, Mr. Chairman, again I would just like to thank you for the opportunity to come down and join with you tonight and to say how very pleased we and the Government of Ontario and the Ministry of Education are to have you meeting here in this province. If we can be of any help to you, please let us know.

MR. PLUMMER

President Stelle, Mr. Minister, and Members of the Conference of Executives:

I am very pleased to respond to the warm invitation you have just heard on behalf of the Canadians who are represented at this Conference. As you all know this is the first time the Conference of Executives of American Schools for the Deaf has met in Canada, and I think it is fitting that it should meet in Toronto which is the very centre of English speaking Canada. And I think it is fitting also that we should have representation in the person of Father Desroches of the other great cultural stream in Canada, the French Canadians.

The supreme fact of Canadian life is the historic friendship between Americans and Canadians, and I don't mean to stress the official relations between the two countries, but the everyday relationships between ordinary

Canadians and Americans in the pursuit of their professional occupations and in their recreation. This is well illustrated by the fact that Canadian schools have always been accepted in the American Conference of Executives of American Schools for the Deaf, and it is an historic moment, I think, when we in Canada can begin to repay some of the generosity and warmth that we have received at previous Conferences in the United States.

I would like to express the debt of the Canadian schools represented here to the Province of Ontario. To you, Mr. Minister, Joe Demeza, Don Kennedy, Margaret Grant, Keith Clarke, and all the others who have made this Conference in Ontario possible. Ontario has done its best to give the Conference an all Canadian flavour but they have had to do all the work. So, on behalf of all the Canadian schools represented here, our sincere thanks to the Ontario people for making this Conference possible.

DR. BRILL

Mr. Minister, President Stelle, Members and Guests of the 44th Conference:

First, it is a very great honour and privilege for me to represent my colleagues from the United States in responding to this gracious welcome. To come here I left Ontario Airport in California to come to Ontario, and started my journey on Hughes Air West which is entirely owned by Howard Hughes, but no one has ever been known to see him fly on one of his planes. You may or may not have heard the story of the airline pilot who called in to the tower to ask what time it was. The tower responded, "From what airline are you calling in?" The captain was a little incensed. He said, "What difference does it make what airline? I just want to know what time it is." The tower responded, "Well, it does make a difference. If you're Pan American it is 1430. If you're Air Canada it is 2.30. If you're Hughes Air West, the big hand is on the six and the little hand is on the two."

We, I am sure, are aware, and as Mr. Plummer so well expressed, recognizant of the great similarities between Canada and the United States. I was interested in seeing a short article the other day in the Kiwanis magazine. Some of my fellow Kiwanians may have read it also. This short article pointed out that following World War II when there were many marriages between Americans and Japanese, that strangely enough the marriages between white Americans and Japanese on the whole turned out to be very successful marriages, while the marriages between Japanese Americans and Japanese were not as successful as marriages. A sociologist studied this and he came to the conclusion that where in these marriages of two rather radically different cultures that the individuals themselves and their families made a true effort, a great effort, to understand one another, whereas the marriages between what were assumed to be very close cultures, the people more or less took for granted all of the similarities and made no real effort to understand some of the basic differences.

I think this has a relationship in a way to the relationships between the United States and Canada. We are all very much aware of our similarities. It is rather important for us to understand and be aware of and realize at the same time we have a different national heritage, different kinds of aspirations, different traditions, and the more we are aware of these differences, I am sure the better we are able to understand one another and work together.

It has been recently brought to my attention that in Vancouver, British Columbia, they established the Institute for the Deaf there, which I believe now on a national basis in Canada they are at least experimentally going to try and copy. This is a little different kind of operation than we have in the United States. Its intent, as I understand it, is to get some co-ordination between various agencies that are concerned with deaf people. In other words, the educational agencies, agencies dealing with psychological factors, agencies dealing with rehabilitation and employment, to get co-ordination of these kinds of things. And so, we see that we have different ways of approach to things that we continue, particularly through this Conference of Executives of American Schools for the Deaf, to work together.

I am sure that in this meeting this coming week will be a memorable one and one that will be a real benefit to all of us. Thank you.

DR. STELLE
Our next speaker has been the administrative official responsible for the education of the deaf and blind in the Ministry of Education in Ontario for the past several years. He will introduce our speaker for the evening. It is my pleasure to introduce to you Mr. W. K. Clarke.

MR. CLARKE
Thank you very much Mr. President, Mr. Minister, and special guests and fellow members of this Conference:

Before I introduce our keynote speaker may I add my personal welcome to those of our Minister to all of you who came from outside our province to attend this particular affair. I believe that you will find Ontario a beautiful and interesting area to visit, and our capital city a very pleasant place to hold this year's Conference. Now, I need to amend that statement because I wrote it on Thursday and I thought at that time that the current garbage strike we have would be finished. But it hasn't and so you'll have to take my word for it that normally this is a beautiful city and we're very proud of it. The participants in the negotiations are in this very hotel at the moment, I believe, trying to resolve their differences and if you'll just listen to the radio in the next day or two and hold up your tours, maybe we will have the city back in its beautiful condition before you are taken out to have a look. But please take some time to see our city and enjoy its multicultural activities of which we are very proud. We were very honoured when you selected this location and we are very delighted that you are now here.

Our keynote speaker for this 44th meeting of the Conference is Dr. Ronald E. Jones and he is the Director of Education for the City of Toronto. It is not unusual to be in a position of introducing a speaker whom you only met thirty minutes or so before the actual introduction is to take place. I'm sure you have all experienced that kind of situation. It may be quite unusual to have this opportunity to introduce a colleague whom I have come to know over a period of the last two decades and I can assure you that it is a function one can perform with a great deal more enthusiasm when such is the case.

Before I met Ron Jones almost two decades ago, he had held positions as a grade teacher, a school mental health consultant, a school principal, and an inspector of public schools in the City of Toronto with responsibility for all special education programs. Since that time he has continued to find it difficult to retain one job for very long because he went on to serve as a lecturer in special education teacher training courses, a lecturer at the Ontario College of Education. He served on active war service culminating in the position of Staff Captain at National Defense Headquarters in Ottawa. He has been an assistant superintendent of public schools. He has been the superintendent of all academic programs for the

Metropolitan Toronto School Board, and on July 1, 1970, he was appointed Director of Education for the Toronto Board of Education and is responsible for the largest school system in Ontario.

Dr. Jones is the holder of degrees from the University of Toronto, the Ontario College of Education, and an honorary degree of Laws from that internationally known university, Queen's,in Kingston, Ontario. In a press release at that time it was stated, "Mr. Jones was a member of the committee that set up in 1964 the Commission on Emotional and Learning Disorders in Children, which later issued the widely acclaimed report ONE MILLION CHILDREN, and largely due to his personal efforts the Commission gave particular attention to children in need, especially to those with learning and emotional disabilities."

Our speaker is a member of the professional advisory committee of Boys' Village, the Canada United States Committee on Mental Retardation, and the Governor at Large for Canada of the Council for Exceptional Children. He was the keynote speaker at the first Canadian Conference of Superintendents of Schools for the Blind and the Deaf in 1967, and as recently as last year at the Canadian Education Association's annual convention in Montreal. He was a featured speaker on the topic "About Face in Special Education".

Ron is the father of three grown children, two of them teachers and one a dentist, and I know he is very proud of them as well as his two grandchildren.

While much more could be said about this man, his credentials are lengthy, as I believe an introduction should, I have tried in a brief way to build the authority of our speaker to assure you that he knows about children and especially children with learning problems. The stature of Dr. Ronald E. Jones in the field of education, with emphasis on special education, is well known in Canada, and in fact throughout this continent, and I consider it a pleasure and a privilege to present him to you now. Dr. Jones.

Dr. JONES

President Stelle, Mr. Minister, Distinguished guests, ladies and gentlemen:

I first of all have to say, Keith, may the Lord forgive you for having told so many lies. May he forgive me for having enjoyed them so much.

I would like to add my welcome to those of the other speakers to our friends from outside Toronto, particularly those from across the border. You know, recently because of the economic situation, there has been a sense of strain in the relationships between our two countries, but about two weeks ago your Mr. Nixon came up and in our own town had a chat with Mr. Trudeau and it was apparently a cordial and harmonious meeting. I don't think all the economic problems were solved but they seemed to part on good terms, and I think that some co-operation is going to result, and even the economic difficulties alleviated, so perhaps all is well again.

At least we still have our three thousand mile long shared, undefended border, unique in this world I think, certainly for the length of time in which it has been undefended anyway. Today we have the additional prospect of economists and statesmen from each of our nations wooing Red China. Who knows, together we might yet demonstrate to all the world the pass to good neighbourliness and world peace. I sometimes think that our joint Canada-American conventions of this type are another link in forging that kind of chain around the world.

Well, you know we've been called the cold nation of the north in more than one aspect and I hope that instead you find us warm and hospitable here. Some outsiders have returned to their homes and said, "Really, the natives are friendly." We hope that's the impression that you get during your stay, too.

In regard to Dr. Brill's remarks, though, about the origins of things, I've got to remind him that the snake came into the picture pretty early too, and that leads me to this question. Do you really want to hear from a general educator at your Conference tonight. When Joe Demeza asked me if I would speak at this opening session, I demurred for a while. I thought what could I possibly say to that group of experts in their own field that would really have any meaning or import to them at all. I finally accepted on the grounds that perhaps you should hear what in general education we think about your work and the kinds of reactions we have when we hear about your discussions and your plans and proposals. So I hope tonight that you won't find anything I say too simple or too ignorant of what goes on in your fields, but that you will find that an outsider's view is something about which you can weigh your own philosophy and your own practices and perhaps thereby come to a little clearer understanding of where you want to go and how you want to get there.

In Toronto we are tremendously proud of our educational institutions. We share with the Minister of Education the feeling in Ontario that we have a pretty fine educational institution. These days you know there are all sorts of loud cries of protests and criticisms of public education, and we've been greatly gratified, Mr. Minister, to read just this last week the results of your provincial survey as to the state of education, in which one of the findings was that 93 per cent of the parents consider educational services in this province to be adequate, good, or excellent - 93 per cent, public survey, done by an outside agency. So we have been pretty gratified and we think, as we have often said, that a great many of the loud noises and objections really come from a vociferous minority.

Tied in with our pride in our general programs is our pride in our programs for the deaf and the hearing impaired. To say that we are proud is putting it mildly. To say that we are satisfied though would be equally inaccurate. This is our record in the City of Toronto for instance. First oral class for the deaf opened in a public school in 1924, other classes following over the next few years in a relatively short period of time. First class for pre-school deaf, that is under five years of age, was established in a public school in 1947. In 1953 our several classes for the deaf were grouped together in a unit and placed in Sunnyview School. Now, Sunnyview School was built primarily as an orthopedic school but with a special wing for the deaf and this was a marked advance in our programming in this field. In 1957 the first class at the secondary level in a local highschool was established, and these various provisions culminated in 1962 in the opening of our new Metropolitan Toronto School for the Deaf, which some of you have visited and I hope many of you will visit this week if your Conference time gives you the opportunity.

Since 1962 our new school has had to add a new wing and to open a satellite in one of the boroughs of Metropolitan Toronto, in Scarborough, Mr. Minister.

Now all of this totals as follows. At present we have about 250 day pupils in the elementary program for the deaf, and about 60 in the secondary programs. About 100 in special hard of hearing classes which are located in neighbourhood public schools, and about 225 pupils who have, as it were, graduated from one or another of these various programs and are now in regular classes in the elementary or secondary schools. These latter 225 children are served by a group of itinerant teachers of the deaf in addition to their own local teachers. We think the very essence of this type of program must be a constant follow up by those in the know. So there's a bird's eye view of what we have done in Toronto in a statistical sort of a way.

Philosophically we consider our program for the deaf really to be a part of our overall special education program and as such, of course, it is influenced by general trends and movements in the total special education field. You are all aware, and this has been touched on tonight already, that the great trend in special education these days is to bring an end to separation and segregation which has existed between special education programs and general education for the last half century.

I don't know when this sort of movement commenced in your area, but we were early influenced by Lloyd Dunn's article that received great widespread cover in the literature back, I think, in the early 60's, in which he said, particularly about the classes for the moderately mentally retarded, that many of these children were not really mentally retarded except in the cultural sense, in the sense that their environment and background had caused them to be, as it were, slow learners rather than genuine mental retardates. And he further went on to say that most of them were not served well in the special programs that were set up for them. He used quite a bit of research finding to demonstrate that children of this type left in regular classes did just as well as those who were in the special program.

This sort of thing had great impact on us in Canada and it has affected almost all of our special education programs and now, as I am saying, it is having an effect on our programs for the deaf and hard of hearing. I hope that we all admit that the segregation aspect of special programming is a negative one. Even when it is impossible to keep handicapped children in regular schools and classes, as is the case with those who have multiple handicaps in most cases, and those who require daily physical treatment or therapy of some kind, or those who cannot communicate at all, even in these cases I think we wish it were otherwise and that we could give them the special programming and treatment and still keep them at home in their neighbourhood schools. I think that basically we all feel that if we could get along without it, we would be better off without any segregation whatsoever because, as I say, it always has a negative quality to it. But it is not always possible. We have found that out. In our great anxiety to provide for special needs and to build up special programs for all of those in need in the post war years, I think we have downplayed the effects of segregation and we have permitted, at least in my city, we permitted special education to sort of develop as a separate system within a system, too special, too separate, too segregated, and now the trend has reversed.

Special educators, themselves, amidst great soul searching and self examination have come up with a series of axioms or basic statements to try to put things right. I'm going to repeat some of them for you now. You've all heard them before, I am sure, but I'd like to review them for you again. It is my view that in the case of all of them to some degree, some more, some less, but all to some degree, they apply to the deaf and hard of hearing as well as to other exceptional children.

The first axiom is this. Whenever possible handicapped children should be taught in regular classes with the programs being modified as necessary to meet their needs.

Now if your school or institution cares only for the profoundly deaf or the seriously multiply handicapped, this will not concern you quite as much as others. But if you also serve the hard of hearing and the moderately handicapped, remember that many of them can probably, if not right now, can probably sometime in the future function in a regular class or school. It is my view that as soon as basic communication skills have been developed, even to the minimum degree enabling them to get along, that a placement should be sought in a special setting in a regular class or school. Now I also think that a basic factor in this is the need to provide a follow up service from the deaf or hard of hearing program, so that the child and the teacher in the regular class are not left stranded. The first axiom then is whenever possible return to regular school or class.

Second. If the special segregated class or school is deemed essential to the child's needs at the time, an effort should be made to convert the special class, if that's what it is, into a resource room.

For instance, the classes should be located in regular public schools and the children enrolled in the regular classes in that school, even if they spend almost all of the day in the special class. In this way the segregation aspect within the school is reduced to a minimum. Most classes of hard of hearing youngsters can be dealt with in this way, particularly once the primary level of education and communication generally has been passed. It is pretty hard to find an excuse for not treating hard of hearing youngsters in this way once they have passed the primary level. So, the second axiom, wherever possible the resource room kind of set up.

Third, where separate day or residential schools are necessary, extreme efforts should be made to develop a liaison or association with non-handicapped children and with the community at large.

It is for this reason that when we built our Metropolitan Toronto School for the Deaf, we built in the same building as the local junior public school and we now have the two schools in one building, the idea being that this would, to the greatest degree possible, permit our deaf children and the hearing children in the neighbourhood to mix and even to integrate for instructional purposes in the classrooms. Now our aims in this regard haven't been completely fulfilled simply because of the overcrowding of the school, not only in the hearing side but on the hearing impaired side and we haven't been able to really exchange children as rapidly and as often as we would like, but we have had some exceptionally successful cases in this regard and we think that our experience has been a positive one and that the building arrangement was the right thing to do.

In our provincial schools for the deaf in Belleville and Milton that have been referred to tonight, a great stride forward has been taken in this direction. When I first knew them they consisted almost one hundred per cent of residential children, and now in Milton, for instance, of the 590 children enrolled, almost 200 of them are day pupils and all of the children are able to go home on weekends. This is really almost a magical change since I first knew the schools a couple of decades ago. It's indicative of the trend towards integration of the programs and to reaching out into the community. The new development of the Regional Centre in London will carry this another step forward in this province.

Fourth axiom. For children placed in special schools or special classes periodic re-evaluation should be scheduled with one of the aims being the return of students to a less segregated setting wherever possible and wherever in the interests of the child.

Now I know that you will say that this is routine. Well in my view in the schools and classes that I have visited, it doesn't happen frequently enough. I think we need it oftener than once annually, for instance, a review of the child's case, his difficulties, his progress, the question being dominant all the time - Is there a better setting for this child? So I would say we need to step up what we are already doing and do it more frequently. And, furthermore, I think that we need to lean over backwards a bit. I have found that as teachers in special classes in the schools get to know and to like and really, I guess, to love the youngsters, that there is an attachment that develops that has a clinging aspect to it. Even the best meaning people do not want to let the children go as early as I, an outside observer, would think would be the optimum time for them. There's a sort of nervousness - Will he be able to manage without me and my understanding of him? Nobody knows this child as well as I do. Can he possibly survive in a less warm, a less familiar setting, one that doesn't understand him as well? I say we should lean over backwards a bit and err on the side of integration rather than of overprotection. It's going to make the final step when it does become necessary in this individual's life that much more likely to succeed, it seems to me. Better to have a couple of failures, step back, start again, than to have the ultimate failure all at once later on. Let's have such a flexible interchange here that we can make several tries, learning from each one, making the final one more positive. I don't believe that an early failure in this regard damns the case forever, and it means that a successful change can never be made.

Fifth axiom. Handicapped children and their parents should be provided with pre-school treatment and training so that as many as possible may commence formal education in a regular program, and the others who are not able to do so may have the optimum opportunity for later integration. Plans should be made for registration of high risk children at birth.

I don't know of any jurisdiction that does this. If there are some and you know about them, I would like to get to know about it. It's a thing that some of us believe very strongly should take place, high risk registry, at birth, but we have not succeeded in doing that in this province or in this community and we would like to see an example somewhere else to see if anyone has been able to solve the problem. You know we have so much knowledge and skill in the field of special education today that we are not using. We all know the value of early training and early education for the seriously handicapped children, but in so many cases we don't get at them until it is really too late to do the kind of optimum job that could be done. Better we press for this above all else. Find these children at birth, see that they are all registered, see that in their own home with their own parents the kind of training is given that will give them the optimum start when the more formal programs come to them.

Sixth. Important ingredients in any effort to maintain handicapped children in regular schools and classes are the attitudes and skills and understandings of the regular class teachers. To this end all teacher education programs should include some basic courses in special education and all teachers should be led to anticipate and to welcome the introduction of handicapped children to their classes.

Now this has not been traditionally the case in my country. I don't know about yours. Too often regular class teachers have not welcomed handicapped children into their class. Even when they seem to do it, sometimes they begrudge the extra time and effort. They say, and probably properly so, "I've got too big a class." "It's going to weaken the program for all the rest of my children if I have to give the time and attention to this handicapped child that I will need to give." And secondly they'll say, "I don't know how to teach this child anyway. Why not leave him in the special setting where he will get the kind of teaching and training and backup support that he needs?" And finally in the worst cases some of them will even say, "You know those special education teachers get an extra salary allowance that I don't get. Why should I do their work when they're getting paid to do it." Now somehow we have got to overcome these feelings and these prejudices and these facts in so far as they are facts, that inhibit the welcoming and the teaching of handicapped children in regular classes. Two factors here to keep in mind are, (a) the matter of acceptance - regular teachers have got to be led to expect this as part of a regular teacher's job, and (b) they have got to have the know-how. Without the regular class teacher knowing something about the handicap and how to deal with it the program will fail anyway.

In the last analysis, I guess sometime in the golden age we've got to make sure that every class teacher is a special education teacher to some degree. Every regular class teacher can't be a specialist in all aspects of special education, but surely in each school we could have someone who could look after the deaf, someone who could look after the mentally retarded, and someone else who could look after the neurologically impaired, and someone the blind, and so on and so on, so that in every school there is someone who is to some degree an expert in the field. And the other part of it, of course, is the provision of an itinerant specialist who will visit the teachers when they get stuck, show them, help them know what to do, and will help the children and make them feel there is still a tie with the special program that they have gotten to know and to trust before. The battle of special education must be won in the regular classes and schools in the future if we are to achieve our overall goals.

Now, that's not a complete list but basic statements in special education, but it does typify the type of thinking going on in my community. We are committee to the business of integration of special education and we have made progress to some degree in most of our special education departments in this regard. I would like to quickly add that at the same time we realize that for some children at any given time a segregated special class or school is essential and in their best interests. It is a matter of professional judgment. We made some very bad mistakes in what we call our opportunity classes early in this business of trying to deal with this trend.

The opportunity classes are classes for what we call the educable mentally retarded, the E.M.R.s, most of you probably will know them by that term, and they are the kind of classes that Dunn was speaking about for the most part in his article.

As soon as this trend got under way in our community, there were some who jumped on the bandwagon with enthusiasm, and said, "That means no more opportunity classes. Let's return all of these children to the grades. Let the teacher be a resource person in the school." And we moved too quickly and we have found it necessary to fall back and regroup. But we still have some cases where we have been able to keep children farmed out as it were to the regular classes and we still have a great many cases where we think it has been for the benefit of the children concerned. And we have a number of cases where some of the children in the special class go out for most of the day and others stay right with the teacher. We have found, for instance, in our open area schools a special class of this type does not fit in well. They have got to have an enclosure. They can't just be in the corner of a big open space and get along satisfactorily. So in all that I've said, although I am not backing up one bit from the kind of axiomatic statements I read to you, I want you to realize that we do feel that it is a matter of professional judgment for any given child, and at any given time, whether or not he should be put into that situation or not, and for some children it just doesn't work out.

I think finally in this regard I would like to say that we consider that it should always be looked upon as a possibility at least. For every deaf and hard of hearing child the hope should be there for most of his school career that some time or other he can get into this type of setting.

Now, it's impossible to discuss this sort of thing without referring to communication skills. I have been told that this topic is too hot to handle by a non-expert and probably it is, but I'm going to jump in and get my feet wet and if I get splashed by the mud, alright, I'll take that chance.

Communication really is the very essence of integration. If we can't get the one going we're not going to get the other going, so I must at least touch on it. Oralism or the manual method, what a conflict! I asked you if you wanted to hear from a snake in the grass, a general educator, so here I'm going to tell you what my reactions have been. It seems to me that I've been hearing the sounds of this conflict for all of my years in education and I'm in my thirty-ninth year at it. I wonder if you educators of the deaf are really aware of the impact that this conflict has had on the general public and on general educators. Now, I know you will forgive me if I speak bluntly, but this quarrel very often to those of us not in it seems to give the impression of intolerant dispute, confused professionalism, and rampant emotionalism. I think I would have to say that in all the conflicts and problems and disputes and worries and troubles that I've run across in education and in special education, that I see more emotionalism about the business of teaching the deaf than about any other thing. Most general administrators think to themselves even if they don't verbalize it to you, things like this. Why don't they stop wrangling? Why don't they mount a joint research project and get it all settled? When, oh when, will the arguments cease and the solutions to the problems of the deaf reach some degree of achievement? Now I know this is kind of unfair to you and I know many of you are real professionals in the field, nevertheless, that's the way it seems to those of us not in the know. It is difficult for those not in the front lines as it were to see all the professional implications and all the difficulties of research and the variable human elements and the variables of geography and economics and social conditions, but, nevertheless, that's the way it comes out.

In my own community the matter is further complicated by the question of what we call the New Canadians, that is the large non-English speaking population. We are the centre of immigration for Canada here and we just have hundreds of thousands of non-English speaking people in our community, adding to the problem of communication for those who are deaf and hard of hearing within this group. An additional problem of course is the large number of multiply handicapped. We've had the same results from the rubella fallout as you have had in various parts of the States, and we have the same residue from improvements in surgery and general medicine that have saved many children but have left us with many more handicapped.

Now you might say to me is it possible to teach a deaf child from a non-English speaking home to lipread and to produce speech by the oral method? You might say to me is it possible for a deaf child from an Italian speaking home to learn English, to learn to speak English and to understand it, when his home is speaking Italian all the time? These are the kinds of questions that complicate the basic conflict and add to this whole confusion about the teaching of communication skills.

I know for years those of us outside the field have been hoping that advances in medical science will solve the problem, some bit of magic will happen, some new surgical treatment or drug therapy will make it possible for the deaf to learn rapidly to hear and to speak. To date such a remedy has not appeared. It's true that advances have been made and some even still leave us to believe that the blind and the deaf cortical implantation or something of this nature will solve the problems eventually. In my own community we've looked with interest on experiments too of different methods, such as those coming out of Yugoslavia. A recent article refers to infra-code, the use of sensory receptors in the skin and how this kind of device or method produces a much more normal tone in reproduction of speech in the deaf, and we have great hopes.

In Toronto we have been experimenting with the Verbo-tonal method which also came out of Yugoslavia and which is related to what I have just said. We have had some special classes in this outside of our day school for the deaf for nearly five years now. I think that I can only say in regard to that, that the results are inconclusive at this time so all of the hopes and dreams that we have seem to just be beyond us still. However, I say they must still be kept alive. We must still believe that somewhere just ahead of us in the future some almost magical solution to the problems of the deaf will show up and that even if not cured, their problems might be further alleviated by additional scientific advances.

However, this kind of dream and hope which I think is necessary to keep us all going, and to give us a little faith and strength in the struggle, this kind of thing must not stop us from developing the best techniques possible and combining all of the methods we know about to make it possible for the deaf to become a part of the hearing society, and so I come back to the question of resolving the dispute between oralists and manualists. Recent research, as I am sure you are aware, has kept the pot boiling in this regard.

I refer you to the paper "Educational Implications of Research on Manual Communication" by Dr. Quigley, and another, "Recent Research on Manual Communication" by Dr. Moores and a further paper reported in the January issue of Exceptional Children entitled "Neo-Oralism in the Education of the Deaf in the Soviet Union" also by Dr. Moores - most interesting articles. They seem to me, a non-expert in the field, to indicate a marked trend of the times in the on-going debate. And in essence they indicate what is called total communication for the deaf - that is the term used in these papers - may best be achieved if some form of manual combination is combined with the best efforts in lipreading and speech production that are part of the oral method.

Now I know that Blevins refutes this somewhat in his paper entitled "The Myth of Total Communication" and although one might say that the end result of the differing views in this is that the debate is just back where it was - at first base. Yet, from the point of view of an outside observer now, a general educator, it's my judgment that the opposing forces seem to be coming closer together, and this really is reflected in present developments in Ontario.

In addition to the things that the Minister has told you about tonight, there are other things going on. We still have a solid policy for oralism, but in my frame of reference we are open minded about it. We're reviewing the whole thing again and it's partly because of the trends in education that I have mentioned, where we feel we've got to do something to improve communication for these children and get more and more of them back into regular programs, and it's partly because of our concerns about the non-English speaking New Canadians in our midst and the many multiply handicapped. And it's partly because we want to resolve the basic conflict if we can.

Because of these things we are re-examining our policy and procedures at this very time and are raising questions such as this. Will the Rochester Method or some version of fingerspelling or some other modification or combination of methods best meet the needs of some individual children? If not for all time, then perhaps for some time in their educational career these will help them. An Ontario Committee is now actively investigating these possibilities. No decision has been reached but I can assure you that the discussion is going on very earnestly and very thoroughly. We want to come as close as possible to the position called total communication for the deaf and we are willing to look at everything that seems to be a new bit of evidence.

Moores says that early language development is facilitated instead of hindered by an early introduction of fingerspelling. This is a new thing to me. I know Blevins says he can't prove it and his research is faulty and so on and so on, but it's worth looking at. That's the kind of thing we are doing in Ontario. We have always believed that total language development must be our goal.

You know this reminds me of the on-going conflict all the time in general education of methods of teaching reading. You know the great drive of the past couple of decades for those who believe in what they call the phonic method. What they see is a logical sequence of development of skills that will enable any child to read if he masters the basic phonic skills. I don't believe that myself. It's like taking a thin veneer of mechanism and trying to plaster it on an individual. Reading is so tied up with the total development of the individual and his thinking and his conceptual and cognitative development that some simple mechanical device like that is not going to solve it. Total language development is a part of total human development and I think this applies to the controversy about how to teach communication skills to the deaf as well.

Now, in its review of programs for the deaf - this is an aside now - you will be pleased to know that the Ontario Government has already announced an additional link in our overall search to meet the needs of the deaf. This link takes the form of a separate program for a two year period initially - programs for the deaf at a post secondary level, scheduled to take place at the George Brown College of Applied Arts and Technology here in Metropolitan Toronto at an early date. Now I know that some of our children have done very well at Gallaudet and notice the Principal here this evening. We would hope still to have that opportunity available to our youngsters - but with this program, if it succeeds, it means that those who do not wish to go away from our community will be able to get post secondary education here. Of course, we have had some go on to our colleges and universities but without support in the past. Now we will have this fully supported program for those who wish to carry on post secondary education in their own community. So you see we have come full circle again.

The debate about communication continues and will likely continue to be a subject of debate and conflict for many years to come. It's like all other difficult problems of life. Any hasty or ill thought out solution will be invalid. Equally true, any rigid inflexible position will be a hindrance in the search for a total solution. Let's not give up the debate, but let's at the same time be willing to look at new evidence and new solutions. Let's have a constant endeavour to match the needs of the child with the approach to which he seems most responsive. Perhaps flexibility is the word I am trying to give you tonight.

That's about my message for this evening. You see it's been basically in two parts, (a) the special education trend, integrating as many children so they do not grow up to be a race apart because they are handicapped. I think this has real meaning for the hearing handicapped youngsters, and (b) the possibility of coming closer together in the dispute about communication skills. Surely there's room for greater flexibility. Surely all children do not learn in the same way. Surely we can reach out towards one another and by so doing, the children be the ones who gain.

It is my hope in bringing you greetings from the Board of Education of the City of Toronto, as the Minister has done for the province, that these general remarks will set the stage for your Conference. After all your theme is CHALLENGE and CHANGE. Now I have given you a little bit of a challenge to try and see the other guy's point of view tonight. If you are going to meet the challenge it will probably involve some change in you. During the next few days, while you are doing this, I hope that your deliberations and decisions will result in what might be termed another step forward in solving the problems of the deaf and the hearing impaired young people in both our countries. Thank you.

DR. STELLE
Dr. Jones, we appreciate your coming here tonight and giving us these challenging words and giving us a theme to start, in our theme of CHALLENGE and CHANGE. We also are indebted to the Honorable Thomas Wells and to Mr. Clarke who introduced our speaker of the evening. We appreciate you coming here very much.

44th MEETING OF THE
CONFERENCE OF EXECUTIVES OF
AMERICAN SCHOOLS FOR THE DEAF

The Royal York Hotel
Toronto, Canada

April 30 - May 5, 1972

I. CALL TO ORDER

The first business session of the 44th regular meeting of the Conference of Executives of American Schools for the Deaf, Inc., was held at the Royal York Hotel on Monday, May 1, 1972. Dr. Roy M. Stelle, president, called the meeting to order at 9:00 A.M. Seventy regular members, twenty-four associate members and one honorary member were in attendance at the opening session.

II. ADOPTION OF OFFICIAL AGENDA

The agenda, as printed and distributed, was adopted as the official agenda of the 44th regular meeting of the Conference of Executives of American Schools for the Deaf, Inc., on a motion by Stanley Roth, seconded by Sister Anne Behre.

III. COMMUNICATIONS

The president read communications from the following:

Ethel A. Poore
Father Thomas R. Bartley

IV. INTRODUCTION OF NEW HEADS OF MEMBER SCHOOLS

The president introduced the following new executive heads of member schools:

Sister Alice Mary Kirby, Administrator
Boston School for the Deaf
Randolph, Massachusetts

Miss Helen Page, Principal
P. S. #47, School for the Deaf
New York, New York

V. ANNOUNCEMENT OF NEW MEMBER SCHOOLS

1. University of Alabama, Education of the Deaf Programs, Speech and Hearing Center, University
2. Golden West College, Hearing Impaired Program, Huntington Beach

3. San Fernando Valley State College, Leadership Training in the Area of the Deaf, Northridge
4. Southwest Regional Center for Services to Deaf-Blind Children, State Department of Education, Sacramento
5. San Francisco State College, Deaf Education Program, San Francisco
6. Institution des Sourdes de Montreal, Montreal, Quebec
7. Community College of Denver, Center for Hearing Impaired, Denver
8. University of Northern Colorado, Areas for the Acoustically Handicapped, Greeley
9. Northwestern University, Program for Education of the Hearing Handicapped, Department of Communication Disorders, Evanston
10. Western Maryland College, Teacher Preparation Program in Deafness, Westminster
11. Boston University, Deaf Education Program, Boston
12. Early Childhood Education Program for the Hearing Impaired, State Department of Education, St. Paul
13. Midwest Regional Media Center for the Deaf, University of Nebraska, Lincoln
14. South West Regional Media Center for the Deaf, New Mexico University, Las Cruces
15. Deafness Research Center, New York University, New York
16. University of North Carolina at Greensboro, Deaf Education Program, Speech Department, Greensboro
17. University of Pittsburgh, Teacher Preparation Program for the Deaf, Pittsburgh
18. The University of Wisconsin-Milwaukee, Program in Education for the Deaf

VI. OFFICIAL PROXIES

Mr. William G. Blevins was named by Dr. George T. Pratt, President of The Clarke School for the Deaf, as his official proxy for the 44th regular meeting of the Conference of Executives of American Schools for the Deaf, Inc.

VII. RECOGNITION OF HONORARY MEMBERS AND GUESTS

President Roy Stelle introduced two honorary members in attendance at the Conference, Dr. Elizabeth Benson and Dr. Marshall Hester. The following guests were also introduced:

Mr. Mervin Garretson
Dr. Richard Johnson
Mr. Emil Ladner
Mr. Albert Pimentel
Mr. Frederick Schreiber
Dr. Boyce Williams

VIII. APPROVAL OF MINUTES OF 43RD MEETING HELD IN LITTLE ROCK, ARKANSAS, JUNE 26-JULY 1, 1971

On a motion by Dr. Hugo Schunhoff, seconded by Sister Loyola Marie, the minutes of the 43rd regular meeting of the Conference of Executives of American Schools for the Deaf held in Little Rock, Arkansas, June 26-July 1, 1971, were approved as printed.

IX. PRESIDENT'S REPORT

President Roy M. Stelle presented a report of his two year term of office as chief officer of the Conference. He summarized the work of the Executive Committee in revising the Constitutions and Bylaws and commented on the involvement of the Conference in such areas as: current legislation, teacher certification, programs for the deaf in the State of Pennsylvania, retarded deaf, development of training programs for houseparents, public relations, educational media distribution, and the Council on Education of the Deaf. A more detailed report is contained in these proceedings. (See page 23.)

X. TREASURER'S REPORT

Mr. William McConnell submitted the treasurer's report with a special expression of appreciation to Dr. Howard Quigley and his staff for their assistance to him while reviewing the financial operations of the Conference. On a motion by Dr. William McClure, seconded by Joseph Youngs and passed, the report of the treasurer was unanimously accepted. A copy of the treasurer's report covering the period July 1, 1971-June 30, 1972, is contained in these proceedings. (See page 364.)

XI. EXECUTIVE COMMITTEE MEETING REPORT

On a motion by Dr. Lloyd Graunke, seconded by Robert Brown and passed, the Conference membership approved the actions taken by the Executive Committee in their April 30, 1972, meeting in Toronto, Ontario. Since one of the actions of the Executive Committee was a motion to retain the name of the Conference in its original form with an explanatory sub-title to be used to clarify membership in membership in the organization, a discussion was begun by Armin Turechek who still felt a change of name was needed for a broader representation among the membership. A lengthy discussion followed with several members voicing pros and cons for changing or retaining the name of the Conference. On a motion by Dr. William McClure, seconded by Robert Brown, and passed, the membership accepted the Executive Committee's motion to retain the title of the Conference with the explanatory sub-title suggested by Dr. Demeza. (See page 323.)

XII. NATIONAL OFFICE - REPORT OF THE EXECUTIVE MANAGER

(See Report, page 357.)

XIII. EDUCATIONAL MEDIA DISTRIBUTION CENTER REPORT

(See Report, page 318.)

XIV. EDUCATIONAL MEDIA CORPORATION REPORT

(See Report, page 322.)

XV. COUNCIL OF ORGANIZATIONS SERVING THE DEAF (COSD)

The Conference of Executives of American Schools for the Deaf was represented at the COSD Board of Directors meetings held in October, 1971, and in March, 1972, by Joseph Youngs. His full report of these meetings and comments on the COSD Forums is contained elsewhere in these proceedings. (See page 313.)

XVI. COUNCIL ON EDUCATION OF THE DEAF (CED)

Ben E. Hoffmeyer, President, presented the report of the Council on Education of the Deaf. The primary involvement of the Council this past year has been the approval of the proposed standards for the certification of teachers of the hearing impaired. These certification standards received official approval on January 15, 1972. They are now in print and are being distributed. Dr. Ralph Hoag presented the report of his Committee at this time, which is printed elsewhere in these proceedings. (See page 305.)

The Council expressed its appreciation to Dr. Ralph Hoag and his Committee on Professional Preparation and Certification for this tremendous contribution to the education of the deaf. Dr. Roy Stelle and his staff were also commended for carrying a heavy responsibility in certification of teachers in the United States. A full report is contained later in these proceedings. (See page 308.)

XVII. STANDING COMMITTEES - REPORTS

1. Committee on Accreditation of Schools

Dr. William Craig presented the report for James Little, Chairman, who was unable to attend. He expressed his appreciation to the members of the Accreditation Committee and to the Administrators of Schools for the Deaf who responded to the Committee's questionnaire sent out earlier in the school year. The report presents an Accreditation Plan and Criteria for Accreditation of Schools for the Deaf. A full report appears later in these proceedings. (See page 365.)

2. Committee on Dormitory Counselors - Training and Certification

Joseph Youngs, Jr., Secretary of the Committee, presented the annual report of this Committee. The Committee reports the following statistics pertaining to the number of certificates awarded since the beginning of the Conference's program for the certification of dormitory counselors in April, 1964:

Class A - 40
Class B - 55
Class C - 157
Special - 22

The report speaks of the current interest in better preparation for dormitory counselors and cites programs at New York University and Gallaudet College and the proposed work of Mr. Kenneth Lane in the development of in-service training programs for houseparents in residential schools for the deaf. A more detailed report may be found on page 372.

3. Interagency Committee

A written report of the January meeting of this Council for Exceptional Children (CEC) Committee was submitted by Dr. Howard Quigley who attended the meeting. A copy of this report is contained elsewhere in these proceedings on page 378.

4. Membership Committee

(See Report, page 382.)

5. Multiple Handicapped Committee

Mr. Kenneth Huff, Chairman, presented the report of this Committee. A discussion followed on the wording of the definition of a multiply handicapped deaf child, proposed by the Committee for use in filling out information requested from the schools, particularly for the American Annals of the Deaf annual questionnaire. It was the consensus of the group that the definition needed further refining but could be used as a temporary guideline. Mr. Huff moved, then, that the definition of a multiple handicapped deaf child used in the report of the Committee on Multiple Handicapped be used as a temporary guideline for filling out American Annals' questionnaires on the numbers of multiple handicapped deaf children in our programs. William Castle seconded the motion and it passed. See page 383 for the full report.

6. Public Relations Committee

Chairman Stanley D. Roth gave a report, to be found on page 384.

Dr. Roth expressed his appreciation to the following members of his Committee: Gary A. Curtis, Paul Rudy, Robert S. Brown, Hugo Schunhoff, Audrey Hicks, Henry Minto, Philip Bellefleur, Thomas Behrens.

The Chairman moved that the Conference approve the publication of an information brochure on the Conference, to be prepared by a professional printer under the direction of the Executive Manager. Kenneth Huff seconded the motion and it was passed.

7. Vocational Education Committee

(No report).

8. Legislation Committee

(No report).

Discussion did follow at this point as to how the Conference can keep informed of Bills introduced into the House or Senate which might affect programs for the deaf. Several suggestions were offered, including: professional group which offers a "clipping service", CEC's Insight publication, use COSD as a channel for legislative information, ask someone in HEW offices to keep our national office informed. Two motions followed this discussion. First, Eldon Shipman moved that the Conference authorize Howard Quigley to investigate ways to keep the Conference better informed on proposed legislation affecting the education of the deaf. The motion was seconded by Kenneth Huff and passed. Second, Dr. William McClure moved that a resolution be drawn up urging the Department of Health, Education, and Welfare to keep organizations interested in the education and welfare of the deaf better informed on proposed legislation affecting their programs. The motion was seconded by Dr. Ben Hoffmeyer and carried.

9. Parent Education Committee

(No report).

10. Resolutions Committee

The following Resolutions were submitted to the Conference by Sister Anne Behre and her Committee: (See, also, page 385.)

Resolution 1
Re: Appreciation to hosts

"Robert Brown moved to approve the above resolution, seconded by Marvin Clatterbuck, and passed."

Resolution 2
Re: Senate Bill #3158

"Melvin Brasel moved the approval of the above resolution, seconded by William McConnell, and passed."

Resolution 3
Re: Gallaudet College

"Kenneth Huff moved the approval of the above resolution, seconded by Dr. Robert Frisina, and carried."

Resolution 4
Re: NTID

"Hugo Schunhoff moved to approve the above resolution, seconded by Roy Parks, and carried.

Resolution 5
Re: Post secondary programs for deaf students

"Theodore Guttadore moved the approval of the above resolution, seconded by Joseph Shinpaugh, and passed."

Resolution 6
Re: Vocational Rehabilitation Act, H.R. 8395

"Eldon Shipman moved that the above resolution be approved, seconded by Roy Parks and passed."

Resolution 7
Re: Conference commendation to Augustine Gentile

"Dr. Richard Brill moved the approval of the above resolution, seconded by Dr. Robert Frisina and carried."

Resolution 8
Re: Establishment of Special Committee for Teacher Preparation Personnel

"Dr. Ralph Hoag moved the approval of the above resolution, seconded by Robert Brown and passed."

Resolution 9
Re: Information on proposed legislation

"Melvin Brasel moved the approval of this resolution, seconded by Sister Loyola Marie and passed."

F

Resolution 10

Re: Prevention of hearing impairment

"Rance Henderson moved the approval of this resolution, seconded by John Caple and passed."

Resolution 11

Re: Discipline of students by administrators

"Robert Brown moved the approval of this resolution, seconded by Lloyd Harrison. The motion was carried by a vote of 23 to 15."

Resolution 12

Re: Commendation to Dr. Hoag and members of Council on Education of the Deaf teacher certification committee

"Leo Dicker moved that the above resolution be approved, seconded by Stanley Roth and passed."

Resolution 13

Re: Senate Bill #3407

"Edward Tillinghast moved the approval of this resolution, Kenneth Huff seconded the motion andit was carried."

Resolution 14

Re: Verbotonal technique and Infra-Code

"After a lengthy discussion on this resolution, Rance Henderson moved that the matter be referred to the Executive Committee for further action. Richard Lane seconded the motion and it was carried."

11. Joint Annals Administrative Committee

(See Report, page 404, 409, 422.)

12. Joint Committee on Audiology and Education of the Deaf

Dr. William Castle presented the report of this Joint Committee which met on Monday, May 4th. The Committee will be pursuing their request for a short term institute for field audiologists within schools for the deaf and for funding to support efforts of a National Task Force on Hearing Clinician Programs. See page 425 for the full report.

13. Joint Committee on Deaf-Blind

(See Report, page 427.)

14. Joint Committee on Mental Retardation and Education of the Deaf

Jack Brady presented the report of this Joint Committee. The activities of this group have centered around facilitating communication and cooperation among individuals concerned with this major problem area. Some of the activities were: (1) two open membership forums were held, one at the AAMD Convention in Houston, Texas, on June 16, 1971, and the other at the CAID Meeting in Little Rock, Arkansas, on June 28, 1971; (2) developing a miniworkshop or symposium on the topic of the deaf retarded as a part of major nation Conference programs; (3) preparing an extensive bibliography on the deaf retarded; (4) preparation of an information packet to be mailed to all individuals who attended the forums. A full report may be found on page 429.

XVIII. NOMINATING COMMITTEE AND ELECTION OF OFFICERS REPORT

Members of the Executive Committee whose term expired in June, 1972, were Dr. Joseph G. Demeza, Ontario School for the Deaf, Belleville, Kenneth F. Huff, Wisconsin School for the Deaf, and Stanley D. Roth, Kansas School for the Deaf.

The Nominating Committee, made up of Audrey Hicks, Dr. William McClure, Dr. Hugo Schunhoff, Lewis Wahl and Dr. Edward Tillinghast, Chairman, presented the following slate of officers and Executive Committee nominees:

Officers - 2 year terms

President-elect - Dr. Richard Brill
California School for the Deaf, Riverside

Secretary - Sister Anne Behre
St. Francis de Sales School for the Deaf
Brooklyn, New York

Treasurer - George Thompson
Nebraska School for the Deaf, Omaha

Executive Committee - 3 year terms

Dr. Philip Bellefleur
Pennsylvania School for the Deaf, Philadelphia

Mr. Charles Henderson
North Carolina School for the Deaf, Morganton

Dr. June Miller
University of Kansas Medical Center, Kansas City, Kansas

The President, Dr. Roy Stelle, opened the floor for further nominations. There being no other nominations from the floor, nominations were closed and the slate elected unanimously on a motion by Robert Brown, seconded by Helen Page.

XIX. 1976 MEETING

Earlier in the meeting, (Tuesday, May 2nd), invitations were extended for the meeting place of the Conference in 1976.

Invitations were expressed from Dr. Ralph Hoag and Dr. Robert Frisina for Rochester, New York; from Dr. Philip Bellefleur for Philadelphia, Pennsylvania; and Mr. Paul Rudy for Wilmington, Delaware. On a motion by Dr. Richard Brill, seconded by Rance Henderson and carried, the voting on the selection of the 1976 Conference site was postponed until Thursday. At the last business session on Thursday, May 4th, Robert Brown moved to have a secret ballot, the motion was seconded and after some discussion Mr. Brown withdrew his motion. Voting on the three proposed sites then proceeded after the persons extending the invitations left the room. On the first ballot when the vote was taken by raising of hands, the following votes were counted: Rochester 13, Philadelphia 14, Delaware 15. At this point Arthur Myklebust moved for a secret ballot and Theresa Chletcos seconded the motion. The remainder of the voting was done with written ballots and Wilmington, Delaware, was voted as the site for the 1976 Conference Meeting.

Because of some confusion as to parliamentary procedures, Dr. Ralph Hoag moved that a parliamentarian be appointed by the President of the Conference to be present at all future meetings of the Conference. The motion was seconded by Kenneth Huff and carried.

XX. MISCELLANEOUS BUSINESS

Dr. William McClure asked for an open discussion on problems relating to residential living in schools for the deaf. He spoke of the changing patterns of conduct, student attitudes and parental attitudes and asked for an exchange of information, ideas, etc., on some of the common problems facing administrators.

Some of the problems discussed centered around: Civil Service rulings relating to houseparents and/or child care workers in state schools for the deaf; calibre of houseparents; behavior and manner of dress; drugs; parental support or lack of it; disciplinary actions. There was consensus among the group that these were common areas of concern and a further discussion and exchange of ideas at a future meeting seemed warranted. Dr. William McClure moved that the Conference create a committee to study current problems in residential living and work on possible solutions; Joseph Shinpaugh seconded the motion and it was carried.

Mr. Kenneth Lane presented his report on a project to aid schools in setting up on-going in-service training programs for houseparents. A full report may be found on page 298.

XXI. ADJOURNMENT

The 44th meeting of the Conference of Executives of American Schools for the Deaf, Inc., adjourned at 4:30 P.M., Thursday, May 4, 1972.

Respectfully submitted,

/s/

Sister Nora Letourneau, Ph.D.
Secretary

N.B.: All references to submission of Financial Reports have been adjusted, in the editing of these Proceedings, to furnish a true fiscal year reporting, not then available to the reporters at the time of this meeting.

REPORT ON THE

NATIONAL OFFICE

Howard M. Quigley, Executive Manager, National Office
Conference of Executives of American Schools for the Deaf
Washington, D. C.

The national office moved into new, but tight, quarters last September. The Gallaudet office was closed, and Ferne Davis moved to Wisconsin Avenue as administrative assistant, serving the CEASD, CAID and Annals offices. Experience with the new office with its limited space indicates the need for additional space. Four hundred square feet are not enough to adequately serve the requirements of these offices. Additional space is being sought.

Following the resignations last fall of Mrs. Frances Chace and David Canine, both of whom had served the offices well, Miss Nancy Beery and Joseph McPherson have been employed, Nancy full-time and Joe part-time. The office is therefore staffed with two full-time persons and one part-time person. Occasionally, when peak load requirements are to be met, additional part-time workers are employed.

The following items are discussed briefly:

1. Finances: A financial report is submitted herewith, covering the period July 1, 1971 to June 30, 1972. Although the total of regular and associate members is less than last year, income from these sources is up. This is because of the $35 memberships authorized in Little Rock. The total of such memberships to date is 19. Income from the indirect cost provision in the contract with the Office of Education is also up. As can be seen, the assets of the Conference have increased

considerably the past several years.

It is intended that the practice of sending quarterly reports to the Executive Committee members will be continued.

2. Salary Survey: The National Office has conducted an annual survey of salaries, and perquisites for administrators of schools for the deaf programs. The return of the surveys is about 75%. It is recommended that this project be given study by the Executive Committee to learn (a) if it serves the desired purpose, and (b) if continued, in what ways, if any, should the survey form be modified.

3. Certificates of Merit: The joint CAID-CEASD certificate of merit has been presented to 195 persons since the National Office took over this responsibility in November, 1970. Since the program began in 1960, 617 certificates have been issued. Forms for making application may be obtained by writing to the National Office. Teachers of merit who have served 15 or more years may be nominated. The services of the New York School for the Deaf for imprinting the certificates are greatly appreciated.

4. Memberships: The Membership Committee has been active in procuring new members. The total of regular and associate members to date is 231. There will be more as the Committee continues its activities. It is recommended that ways be found to contact all programs and individuals not now members, to solicit memberships. The expanded membership base provided under the revised constitution and bylaws should increase the membership potential.

It is also recommended that a form be devised to provide the CEASD president and secretary and the National Office with essential information about each new member approved by the Committee. This would help considerably to reduce errors and delays.

5. Information Requests: More and more frequently the National Office is asked to provide free literature. It is not in a position to comply, since considerable expense and time is involved. Several organizations in Washington have the same problem. Some effort is being directed toward developing a common supply source, which will partly solve the problem. The National Office is planning to prepare a pamphlet that will provide answers to most of the questions asked. The Conference-sponsored brochure on Parent Education has been helpful, but it is not free.

6. Newsletter: The question is often asked "What does one get for one's membership in the Conference?" It is a fair one. What does one get other than the annual bill and an occasional announcement? One remedy for this might be a newsletter, or a Kiplinger-like monthly bulletin that goes to all members. This would require the cooperation of the members in supplying copy to an editor. The letter could be duplicated in the National Office, and sent to the membership. It is recommended that the Executive Committee investigate the possibilities of providing some means for more membership participation.

7. Brochure: The format of a new brochure has been determined. When this is approved by the Public Relations Committee, and a decision has been made for the name of the organization, a supply of the brochures will be printed and distributed.

8. Directory Surveys: Experience over the past several years has shown that the compilation of data for the Annals Directory has been made much more difficult, and important items have often been omitted, because

the announced time schedule is not observed. It is strongly urged that, in the interest of producing the most complete directory possible, each recipient of a directory questionnaire return the completed form as soon as possible, but no later than the deadline that is announced.

9. Proceedings: For many years the reports of CEASD meetings during odd-numbered years have been printed with the CAID proceedings, in the Government Printing Office. The reports of meetings held in even-numbered years have been printed by offset from camera-ready copy. This procedure has two main drawbacks. One - the reports vary from year to year in format and, two - the reports of odd-numbered years are not generally available until about a year after the meetings took place. It is recommended that the Executive Committee consider the feasibility of establishing a consistent format for the reports, and setting up a plan which will place the completed report in the hands of each member within a reasonable time following each meeting.

10. COSD Gold Emblem Club: By action of the officers, the CEASD is now a member of the Gold Emblem Club of the Council of Organizations Serving the Deaf, by payment of $1,000.

11. Kenneth Lane Project: The CEASD has entered into an agreement with Kenneth Lane of the American Education Publications, who is on educational leave from his company, to undertake a program for developing training programs for houseparents in schools for the deaf. The cooperation of all members in this project will be appreciated.

12. Federal Legislation: The CEASD has, through President Stelle, kept the members abreast of developments in federal legislation affecting the deaf. The Conference members have supported the regional

vocational facility bill, and have expressed concern regarding some of the administrative changes occurring in the Bureau of Education for the Handicapped. A recent bill, S. 3158, introduced by Senator Williams, calls for an Office of Information for the Handicapped. This bill should be read by every member since services to the deaf apparently are involved.

13. Interagency Committee Report: A report of the January 12, 1972, meeting of the IAC is attached. This Committee is rapidly becoming an action committee. The report speaks for itself. (See page 378 for the Report.)

As always, the assistance and cooperation given the National Office by the officers and members has been most helpful.

The many extra hours of work and the faithfulness of the staff are much appreciated.

April 30, 1972
Toronto, Ontario, Canada

TELEPHONE
652-7309

GILBERT WALKER
CERTIFIED PUBLIC ACCOUNTANT
7910 WOODMONT AVENUE
BETHESDA, MD. 20014

July 28, 1972

Conference of Executives of American Schools
for the Deaf
5034 Wisconsin Avenue, N. W.
Washington, D. C. 20016

Gentlemen:

At your request I have conducted an audit of the accounts and records of the Conference of Executives of American Schools for the Deaf for the fiscal year ended June 30, 1972. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary under the circumstances. The results of my examination are contained in the following exhibit and schedules:

Exhibit "A"	- Overall Summary of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972
Schedule "1"	- American Annals of the Deaf Statement of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972
Schedule "2"	- Educational Media Distribution Center Statement of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972
Schedule "3"	- National Headquarters Office Statement of Cash Receipts and Disbursements For the Fiscal Year Ended June 30, 1972

In my opinion the foregoing statements present fairly the financial condition of the Conference of Executives of American Schools for the Deaf as at June 30, 1972, and the correct results of operations (on a cash receipts and disbursements basis) for the fiscal year ended June 30, 1972, in conformity with generally accepted accounting principles.

Respectfully submitted,

Gilbert Walker
Certified Public Accountant

SCHEDULE "3"

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

NATIONAL HEADQUARTERS OFFICE

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 1972

CASH RECEIPTS		
Memberships		
School	$ 11,830.00	
Associate	1,060.00	$ 12,890.00
Sales of Books		494.45
Overhead Reimbursements Received from EMDC		17,896.00
Interest Income		1,650.65
Miscellaneous (Refunds, Etc.)		387.51
TOTAL CASH RECEIPTS		$ 33,318.61
CASH DISBURSEMENTS		
Salaries and Fringe Benefits	$ 4,359.61	
Rent and Insurance	650.55	
Postage, Delivery, Freight, and Telephone	966.12	
Office Supplies and Equipment	484.62	
Travel	1,032.76	
Printing	1,214.21	
Special Services	852.95	
Payment Toward Support of American Annals of the Deaf	5,000.00	
Organization Dues	675.00	
Contribution to Council of Organizations Serving the Deaf	1,200.00	
Miscellaneous	381.98	
TOTAL CASH DISBURSEMENTS		16,817.80
EXCESS OF CASH RECEIPTS OVER CASH DISBURSEMENTS		$ 16,500.81
CASH BALANCE JULY 1, 1971		43,842.15
CASH BALANCE JUNE 30, 1972 - To Exhibit "A"		$ 60,342.96
ABOVE BALANCE COMPRISED OF :		
Checking Account	$ 17,366.84	
Savings Account	11,345.49	
Savings Certificate	31,630.63	$ 60,342.96

REPORT OF THE

TREASURER

TO THE
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

May 1, 1972

Mr. President, Officers and Members of the Conference, it is my pleasure to submit a brief report for the period July 1, 1971, to March 31, 1972.

As treasurer, I have assumed the responsibility to review quarterly statements, and discuss the financial operation with Dr. Howard Quigley, Executive Manager. On Friday, April 14, 1972, I visited the Conference Headquarters at 5034 Wisconsin Avenue, Washington, D. C., to conduct a pre-audit. On the basis of my observations and examinations, all receipts, disbursements and deposits are in satisfactory order being maintained by an excellent accounting system.

Mr. President, I express deep appreciation to Dr. Quigley and his entire staff for their cooperation. I also recommend acceptance of the summary report for the current fiscal year through March 31st, as prepared and presented by the Executive Manager with the understanding that a complete report containing all financial transactions through June 30th, 1972, will be forthcoming as soon thereafter as possible.

Respectfully submitted,

/s/
William J. McConnell
Treasurer

REPORTS OF STANDING COMMITTEES

REPORT ON

THE PLAN FOR ACCREDITATION OF SCHOOLS, PROGRAMS OR CLASSES FOR THE DEAF FOR ADOPTION BY THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, INC.

James A. Little, Chairman, Committee on Accreditation of Schools
New Mexico School for the Deaf

The Conference of Executives of American Schools for the Deaf, Inc. is concerned that the best possible educational opportunities are provided for deaf children. Unfortunately, close examination of programs for deaf students indicate not all have been carefully implemented. The establishment of a program or school for the deaf is an expensive, but worthwhile, endeavor that merits serious consideration to insure the best possible educational program for deaf students. A successful program for the deaf needs specialized staff, equipment, physical plant and curriculum.

Most state agencies charged with the responsibility of establishing programs for handicapped children must rely on professionals in the area of the deaf to determine standards which properly pertain to such schools or programs. Thus, it is to the advantage of state departments or administration of such schools to have minimum standards before allowing programs, classes or schools to be established or enlarged.

The following guidelines were drawn by professionals in the area of the deaf who have had wide experience in establishing and maintaining programs. The Conference of Executives offers its help and services on a consultative basis to establish adequate services in your state or district.

Attached are standards for accreditation which might be of help to you. There are two principal values to be derived from the program of accreditation for schools, programs and classes for the deaf. The first of these is establishment of a set of minimum standards to be obtained. Such standards help to insure the opportunity of an appropriate education for all deaf children. They will also lead to the general improvement of many schools, programs or classes. As time and financing become available this will allow the minimum level of standards to be raised, thus it is to the advantage of the administration of such schools, programs or classes to have the kind of authority represented by accreditation by the profession itself. This proposed set of criteria represents the minimal essentials for an adequate educational program for deaf children. As mentioned above, a gradual and continuous escalation of standards is contemplated.

Evaluation of schools for the deaf is not mandatory or compulsory under this plan, but it is undertaken only at the request of the school. Following receipt of a proper request for an evaluation by the President of the Conference of Executives of American Schools for the Deaf the school is sent a self-evaluating questionnaire which is completed and returned to the Chairman of the Accreditation Committee. If the response to the questionnaire indicates that it is advisable, the Accreditation Committee Chairman selects an evaluating team which then visits the school.

The evaluating team is chosen as an ad hoc unit from the relatively large Accreditation Committee which is appointed by the President of the Conference on the basis of geographical location, as well as competence. Persons who are not appointed members of the Accreditation Committee may serve with the evaluating team upon the request of either the school or the evaluating team and agreement by both. The report of the evaluating team is sent to the Chairman of the Accreditation Committee who in turn reports to the President of the Conference and the executive officer of the school. The expense of the evaluation is borne by the school being evaluated.

CRITERIA FOR ACCREDITATION OF SCHOOLS FOR THE DEAF
BY
THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, INC.

A. Qualifications of Academic Faculty

1. 100% of the faculty should be certified, but not less than 2/3 of the academic faculty shall be certified by:
    a. the Conference of Executives of American Schools for the Deaf or the Council on Education of the Deaf.
    b. the State Department of Education of the state in which the school is located if the state issues a credential specifically for teachers of the deaf from training centers approved by CED or CEASD.
    c. Teachers should be qualified in subject matter areas, as well as for appropriate teaching levels.
    d. For faculty not certified at the present time 5 years are allowed to meet certification requirements as listed above.

B. Academic Supervision

1. Schools, programs or classes with more than 8 teachers:
    a. must have a person in a supervisory capacity who supervises instruction and does not have the responsibility of teaching a class.
    b. should have at least 1 supervisory person provided for each 12 teachers and not more than 16 teachers.

2. For programs with fewer than 8 teachers:
    a. a supervisory position should be provided with the person devoting not more than half-time to classroom teaching.
    b. supervision must be the primary responsibility.
3. Supervisory personnel must be trained and certified as outlined in academic faculty with a minimum of 3 years experience teaching deaf children in an organized program.

C. Student Population
1. Each system should have sufficient population for a well graded situation. (5 classrooms)
    a. Minimum population for elementary departments has been determined to be no less than 50 students.
    b. Class size should not be greater than 10 students and it is recommended the following be adopted:
        5 students - preschool
        6-8 deaf - elementary and secondary
        10-12 hard of hearing - secondary
    c. Multiply handicapped classes should have a population of approximately 1/2 of the above.
    d. Deafness must be the primary handicap.
2. Free transportation must be provided with maximum travel time of 45 minutes each way for primary and elementary age children and a maximum travel time of 1 hour each way for secondary age children.

3. Student population should have complete and accurate diagnosis and regular follow up by qualified personnel in the areas of:
    a. medical
    b. psychological
    c. audiological
    d. achievement
4. Each student with usable hearing should have individual and/or group hearing aid equipment available at all times.
5. Each student's amplification equipment should be fitted by qualified personnel.
6. Each program must have access to or provide adequate repair facilities.

D. Academic Curriculum

1. A course of study for all levels taught which has been developed specifically for deaf children.
2. The course of study should be printed or duplicated and available to each member of the faculty.
3. Faculty should be involved in continuous evaluation and revision of curriculum to meet needs of the program.
4. Each program should have access to adequate library and media services.
5. Para-professional help should be provided to insure curriculum implementation.
6. Vocational programs must be offered on the secondary level.

7. Students in a terminal program should have access to counseling and referral services to assure a continuing educational, vocational or job placement service.

E. Physical plant and central administration should provide:
  1. adequate funding with reasonable channels for the purchase or acquisition of:
    a. books.
    b. supplies.
    c. equipment.
    d. professional journals.
  2. for funding for staff development in:
    a. attendance at professional meetings or in-service training sessions.
    b. workshops.
    c. school membership in professional organizations.
  3. released time to insure preparation of materials.
  4. appropriate and adequate physical facilities as a part of a school or as a self-contained unit.

F. Social development or involvement should take into consideration that the deaf student be involved in all extracurricular activities of the facility.

G. Residential schools must also meet accreditation requirements in the areas of health, parent education and cooperation, home life, dietary, household, extracurricular activities and school administration as adopted by the Conference of Executives of American Schools for the Deaf on October 10, 1958.

REPORT OF THE
COMMITTEE ON DORMITORY COUNSELORS - TRAINING AND CERTIFICATION

Joseph P. Youngs, Jr., Governor Baxter State School for the Deaf

The Committee on Training and Certification of Dormitory Counselors is made up of the following members:

Lloyd A. Harrison, Chairman
Joseph P. Youngs, Secretary
Marvin B. Clatterbuck
Albert W. Douglas
Lloyd V. Funchess

A program for the certification of dormitory counselors has been in effect since April 7, 1964, when the first certificate was issued to Mrs. Dorothy F. Carver, of the Colorado School for the Deaf and Blind. Certificates are issued in 3 categories: Class A, which includes among its basic requirements, a Bachelor's Degree, Class B, which requires all candidates to have completed at least 2 years of college work as well as other basic minimum requirements and Class C, which is issued to candidates who have high school diplomas or the equivalent and who have earned: 3 semester hours credit in courses on child growth and development; 3 semester hours credit in activities and recreation for the deaf and communication for the deaf. A minimum of 3 years of successful experience as a dormitory counselor for the deaf is required for permanent certification.

Since the program has been under way a total of 252 persons have received certification. The majority of these are Class C certificates. However, 55 men and women have received Class B certificates and 40 have received Class A certificates.

You will recall that at the Conference Meeting in St. Augustine, in 1970, it was proposed that a new classification be added to recognize those men and women who have given many years of service as dormitory counselors to deaf students but have never been able to achieve certification by virtue of limited educational opportunities and limited opportunities for professional growth. These people, by and large, form the backbone of many of the programs in residential schools for the deaf and deserve to be recognized. It was decided in St. Augustine to award recognition to anyone who had given exemplary service for a period of 15 years or more. This was to be designated a "Special" certificate. Applications for Special certificates were to be limited and a deadline was established as December 31, 1972. I am pleased to report that 22 individuals have thus been recognized by their administrators and have received these Special certificates.

Interest in certification seems to be increasing in certain schools and we are beginning to receive more inquiries. The North Carolina School for the Deaf, Morganton, with 43 certified dormitory counselors and the Eastern North Carolina School for the Deaf, Wilson, with 25 certified dormitory counselors are the outstanding schools for the deaf in the United States in this respect. Other schools which are placing heavy emphasis on certification are the California School for the Deaf in Berkeley, the Oregon State School for the Deaf, the New Mexico School for the Deaf, the Alberta School for the Deaf in Canada, the Florida School for the Deaf, the American School for the Deaf in Connecticut, the Kansas School for the Deaf, and the Rochester School for the Deaf in New York.

That the role of dormitory counselors in residential schools for the deaf cannot be overestimated became apparent at the recent COSD Forum on Education of the Deaf in Memphis, Tennessee, in March, 1972. To this meeting came deaf students currently enrolled in residential schools for the deaf and students from our post-secondary institutes as well. It was interesting to hear over and over again their candid observations about dormitory personnel. They ranged all the way from holding those people in extremely high regard to the other end of the spectrum. Everyone was in general agreement that the after-school programs were important in the educational development of deaf children and that there was much to be done in this area. Dormitory personnel could not work successfully independent of the rest of the school staff. A concerted effort of teachers, dormitory counselors and ancillary professional members is needed to effect any kind of worthwhile after school co-curricular and extra-curricular activities. This is, in essence, the goal of most of the residential schools for the deaf—to develop an esprit de corps among the professional and paraprofessional members of the school for the deaf so that children will benefit.

I am pleased to report that training programs for dormitory counselors are being established and that each of the programs has assumed new dimensions in terms of goals and objectives.

At New York University, a Regional Training Program for Professional Afterschool Staff in Residential Schools for Deaf Children is being established with the overall objective of: Developing within each participating school a training cadre composed of both afterschool and inschool hours supervising staff which will provide afterschool staff with the knowledge, skills, and attitudes needed for increased contributions to the total development of deaf children. The ultimate goal, and hence the final test of the program's effectiveness, is increased communication, better language, and social growth among the children. This is a unique type of program in which a specific cadre consisting of a dean of students, supervising teacher and a supervising dormitory counselor has been selected from the New York School for the deaf in White Plains, the Governor Baxter State School for the Deaf in Maine, the New York State School for the Deaf in Rome, the American School for the Deaf in West Hartford, Connecticut, the Mystic Oral School for the Deaf in Connecticut, St Mary's School for the Deaf in Buffalo, and the Rhode Island School for the Deaf.

The plan is to have a series of meetings with the training cadres. The first meeting will be held in August of this year and subsequent meetings will be held in October, November, January, and February. The meetings will be held at different residential schools for the deaf and a final summary of the meetings and the subsequent follow-up activities in the respective schools will become available during the summer of 1973. It is hoped that this prototype program will focus on specific objectives for the training of the cadre of trainers, for the inservice training program of the afterschool program in each school and, finally, specific objectives for changes in the children. Additional objectives of the program are for ongoing fieldtesting and evaluation of the prototype training program, its content, educational technologies, and the special materials developed for its use. This will provide continuous feedback to serve to monitor the ongoing programs and to refine them for future dissemination and use. In the evaluation plan, all project objectives are expressed in terms of specific behavioral goals, indicating both measurement procedures and criteria standards.

At Gallaudet College, another program is being established to provide coursea which will help the participants to be eligible for certification. This summer Gallaudet is having a Dormitory Counselor for the Deaf Summer Training Program, June 26 through August 4. Its basic goal will be to offer courses that will meet the minimum requirements for Class C certification. A limited number of stipends are being made available to those who will apply and the deadline for application is May 26. This program is being funded by a special project grant from the U. S. Office of Education. This will be a pilot training program and is intended to prepare dormitory counselors to serve in supplementary capacities to classroom programs by reinforcing the social and emotional as well as educational areas of individual development.

Another development is the selection of Mr. Kenneth Lane, Editor of American Education Publications, by the Xerox Corporation for a one-year leave of absence in which he will dedicate time to working in social service activities. Mr. Lane has approached the Conference of Executives to be the sponsor in the development of an inservice training program leading to accreditation of houseparents in residential schools for the deaf. The project was presented to the Executive Committee of the Conference and was unanimously approved. Questionnaires have been sent to residential programs by Mr. Lane and from this he will be able to formulate some kind of program for the orientation of houseparents as to their function and role in the school for the deaf.

It is not certain at this time in what direction Mr. Lane's program will go but it is a new venture with promising opportunities. Its success depends upon the cooperation of the members of the Conference.

We have received feedback from some of the schools for the deaf and some other members of the Committee in regard to developments. Most of the comments have been favorable and it was also recommended that the Standing Committee on Training and Certification of Dormitory Counselors officially endorse the foregoing projects. It was further recommended that evaluations of these projects be made available to administrative heads of schools for the deaf with the view of establishing prototype programs wherever possible.

Committee on Training and Certification of Dormitory Counselors

Secretary's Report

Applications Accepted:	184
Applications Rejected:	9
Total Applications Received:	193

Certificates Issued:

	Class A	34 + 1
	Class B	50 + 1
	Class C	100
Total		184 + 2 upgraded

Number of Certificates issued by States:

North Carolina School for the Deaf	35
California School for the Deaf (Berkeley)	24
Oregon State School for the Deaf	24
New Mexico School for the Deaf	18
Alberta School for the Deaf (Canada)	17 + 1
Florida School for the Deaf	15
American School for the Deaf (Connecticut)	12
Kansas School for the Deaf	9
Minnesota School for the Deaf	4
St. Mary's School for the Deaf (New York)	4
Ontario School for the Deaf (Belleville)	3
Louisiana State School for the Deaf	3
West Virginia School for the Deaf	3
Arkansas School for the Deaf	2
Interprovincial School for the Deaf (Nova Scotia)	2
Iowa School for the Deaf	2
Lexington School for the Deaf (New York)	2
Boston School for the Deaf (Massachusetts)	1 + 1
Arizona State School for the Deaf	1
Colorado School for the Deaf	1
Subtotal	182 + 2

Gov. Baxter State School for the Deaf (Maine)	1
Virginia State School (Hampton)	1
Grand Total	184 + 2

This report covers the period from April 7, 1964 to June 15, 1971.

FINANCIAL STATEMENT

June 15, 1971 - April 27, 1972

Income

Balance on hand June 15, 1971	$558.93	
Fees received	195.00	
Bank interest	16.81	
		$770.74

Expenses

Processing of applications by secretary's office	286.00
Balance April 27, 1972	$484.93

REPORT ON THE
INTERAGENCY COMMITTEE

Howard M. Quigley
Washington, D. C.

The Interagency Committee has met twice this year, once on January 12th and again on February 28th. I was present at the January 12th session but a conflict prevented my attending the February meeting and no one else on the Conference Committee was available to attend. Here are the minutes of the January meeting:

Twenty-five members of the Council for Exceptional Children Interagency Committee met on January 12, 1972, at the Holiday Inn, Jefferson Plaza, Arlington, Virginia, under the chairmanship of Dr. Leo Connor, to respond to issues relating to equal educational opportunity for handicapped children and youth, constituting the Interagency Committee as an official coalition, recent legal developments affecting the handicapped, and a discussion of future agenda items.

Morning Session.

Item 1. With recognition of the fact that most interagency organizations must seek delegate approval or approval from the board of directors of their respective organizations for adoption of a resolution, the language of the following resolution was agreed as satisfactory to present through the proper channels:

> Whereas a U. S. Commissioner of Education for the first time formally recognized the profound need for a total national commitment to the provision of full educational

opportunity for all handicapped children and youth, and

Whereas the Commissioner has formally designated fulfilment of that need as a national goal and accepted leadership toward its achievement, let it therefore be resolved that the following national organizations, all of which are members of the Interagency Committee and, as such, joined in spirit toward fulfiling the rights and meeting the needs of all handicapped Americans, do hereby applaud and endorse the historic initiative of the Commissioner and pledge their individual, collective, and cooperative efforts to assure that the initiatives inherent in the promise may be realized at the earliest possible date.

Item 2. A motion was passed for Chairman Leo Connor to appoint an ad hoc committee to take the responsibility of drafting an acceptable policy statement regarding implementing the goal of the U. S. Office of Education for full educational opportunity for the handicapped. It was noted that consideration of the roles of individual organizations should be made as should considerations for state goals.

Item 3. Chairman Leo Connor designated Fred Weintraub as responsible for making an inquiry into the possibility of developing the Interagency Committee into an "action coalition". The extent to which individual organizational responsibility would have to be relinquished would be a principal task in this endeavor as would the consideration of alternative models of modus operandi. It was, for example, pointed out that the Developmental Disabilities Services Facilities and Construction Act is an example of a legislative success for the field of interested organizations without staff and funding to secure coordinated support. Mr. Weintraub would be charged with determining whether an action coalition might be limited to education or might be considerably broader in scope, and whether its scope should be restricted simply to legislative issues.

Afternoon Session.

Item 4. Item 4 of the agenda did not relate to a specific policy question in that a presentation was made regarding recent legal developments affecting the handicapped by Mr. Fred Weintraub of the Council for Exceptional Children and a panel discussion ensued with Mr. Thomas Gilhool and Mr. Stanley Herr as reactors. Mr. Gilhool represented the Pennsylvania Association for Retarded Children in the quite recent decision affecting the mentally retarded in the state of Pennsylvania. Mr. Herr is an attorney for the National Law Offices and is attorney for the plaintiffs in the case of Mills vs. District of Columbia.

The attorneys discussed areas of commonality with respect to the two quite critical cases in which they are involved, as well as unique aspects that distinguish the two cases. With respect to the right of handicapped children to an education, Mr. Gilhool noted that "we in the legal profession are just now realizing what you in the field have known all along".

Mr. Herr apprised the group of recent developments in the District of Columbia case (Mills vs. District of Columbia). It was noted that the Secretary of the Department of Health, Education, and Welfare and the

Commissioner of Education have powers under the Elementary and Secondary Education Act, other Office of Education legislation, and Developmental Disabilities Services Facilities and Construction Act to promulgate regulations requiring the states to adopt a zero-reject education system for the handicapped.

Mr. Weintraub urged the Interagency Committee to urge Congressman Emanuel Celler of the Judiciary Committee to take under committee consideration, H.R. 12154, Congressman Vanik's civil rights for the handicapped legislation. It was noted that civil rights legislation relative to the blind, (H.R. 7246, Section 1006), has already passed the House.

Item 5. It was moved and seconded that the next Interagency Committee meeting will be held on February 28, 1972. The topic will be Minority Groups and Special Education. Mr. Robert Jackson will serve as ad hoc chairman of the Interagency Committee on that date. It was agreed that prior to the February meeting Mr. Jackson would select a task force to deal with the composition of the agenda. Interest was also expressed in social services in the Department of Health, Education, and Welfare and sentiment seemed to be that such a topic would be a suitable future agenda item. Special action on this agenda was, however, postponed.

April 30, 1972
Toronto, Ontario, Canada

REPORT OF THE
MEMBERSHIP COMMITTEE

C. Joseph Giangreco, Ed.D.
Iowa School for the Deaf

The Membership Committee has been very active in soliciting new members under the new guide lines adopted by the Conference in 1970. There has been a great gain in membership from public schools, teacher training centers and the Canadian school system. There has been a drop in enrollment of Associate members.

The Membership Committee urges all members in the Conference who know of anyone eligible to become members of the Conference to contact me or any member of the Committee.

REPORT OF THE COMMITTEE ON THE MULTIPLY HANDICAPPED

Kenneth F. Huff, Chairman

Your committee members have been busy corresponding with each other to attempt to develop a good definition for the multiply handicapped deaf child. This need came about because some thought the American Annals of the Deaf should have such a definition for schools for the deaf to follow when replying to the annual directory questionnaire.

Eleven (11) definitions were presented by members of this multiply handicapped committee. All definitions were very similar, and as chairman of this committee I found it rather difficult for all of us to agree to one definition. So, as a compromise, I made a composite of the definitions and propose the following for your approval to use for the American Annals of the Deaf.

> *"A multiply handicapped deaf child is one who has significant physical, emotional, mental or specific learning disabilities in addition to or concurrent with deafness. Early educational and/or environmental deprivation are also included in the additional handicaps. Instructional techniques, procedures and performance goals need to be adjusted to the multiplicity of the child's handicaps."*

With over one hundred people in attendance at this meeting, we know we can come up with 100 other definitions. We ask for your indulgence to accept the above definition on a temporary basis until such time a better one is developed for us.

REPORT OF THE

PUBLIC RELATIONS COMMITTEE

Stanley D. Roth, Chairman
Kansas School for the Deaf

The Public Relations Committee had been given the responsibility of revising the Conference brochure which had been issued in 1968. However, due to the fact that the members of the Conference were unable to decide upon a name, it was the feeling that no work on this brochure could be done.

Again, in order to produce a brochure that will give the Conference stature, it is felt that this should be produced by a professional firm under the direction of the Executive Manager.

In watching the national magazines, national TV and newspapers it appears that schools and organizations for the deaf are doing a very fine job in the area of public relations and that our citizens are beginning to understand the difficulties that the hearing impaired have to face in our on-going society.

REPORT OF THE
RESOLUTIONS COMMITTEE

Sister Anne Behre
St. Francis de Sales School for the Deaf, Brooklyn, New York

WHEREAS the 44th Conference of Executives of American Schools for the Deaf was hosted by the Ontario School for the Deaf in Belleville, the Ontario School for the Deaf in Milton and the Metropolitan Toronto Schools for the Deaf in Toronto, April 30 to May 4, 1972; and

WHEREAS the official hosts were Mr. and Mrs. Joseph Demeza, Mr. and Mrs. Donald Kennedy and Miss Margaret Grant; and

WHEREAS the excellent planning, and hospitality of our hosts resulted in an enjoyable and productive conference,

BE IT RESOLVED that the members of the Conference extend their sincere appreciation to Mr. and Mrs. Joseph Demeza, Mr. and Mrs. Donald Kennedy and Miss Margaret Grant and to the staffs of each of their schools for all that they planned and carried out for a successful and congenial conference.

WHEREAS the establishment of an Office of the Handicapped in the Department of Health, Education, and Welfare, through Senate Bill #3158 would represent a duplication of efforts already extant in the Bureau for the Handicapped, Social Rehabilitation Services and other government agencies; and

WHEREAS such an office would also represent an undesirable degree of centralization in the monitoring of programs for the deaf and other handicapped persons;

BE IT RESOLVED that the Conference of Executives of American Schools for the Deaf officially advocate the defeat of Senate Bill #3158 through letters to all appropriate Congressmen;

BE IT FURTHER RESOLVED that all members of the Conference are encouraged to prepare statements of opposition to that Bill which also will be sent to appropriate Congressmen.

WHEREAS Gallaudet College, Washington, D. C., has committed its entire resources to offer to deaf people most of the educational programs and services that hearing persons have had and now have available to them;

WHEREAS Gallaudet College will expand undergraduate major offerings; provide professional study at both undergraduate and graduate levels; provide for the development of new teaching and testing techniques, curricula, and materials through the demonstration primary school at Kendall and the Model Secondary School for the Deaf;

WHEREAS Gallaudet College will offer continuing educational opportunities for deaf adults and engage in increasing by extensive research programs;

WHEREAS Gallaudet College has made a firm committment to improving the political, social and economic status of all deaf people to eliminate the second class citizen status;

BE IT RESOLVED that the Conference of Executives of American Schools for the Deaf send letters to Dr. Edward C. Merrill, Jr., Secretary Richardson, Senator Magnuson and Representative Flood, commending the outstanding accomplishments of Gallaudet College, Washington, D. C., and highly recommending the continued strong support by Congress and the Department of Health, Education, and Welfare of Gallaudet's committment to the world of the deaf;

BE IT FURTHER RESOLVED that the above letters be included in this conference resolution.

WHEREAS most of our members now have graduates from their schools at the National Technical Institute for the Deaf (NTID) to be trained as technicians, semi-professionals, or professionals; and

WHEREAS some of our members have recently witnessed graduates from their schools become alumni of NTID and enter the world of work as printing managers, electrical engineers, chemists, tax accountants, art teachers, display designers, professional photographers, bookkeepers, architectural draftsmen, and computer operators; and

WHEREAS all of our members desire that, through NTID more and more young deaf people shall have the same opportunity to become qualified technicians, semi-professionals, and professionals in a variety of technical fields;

BE IT RESOLVED that the Conference of Executives of American Schools for the Deaf send letters to Dr. Paul Miller, Dr. Robert Frisina, Dr. Edwin Martin, Secretary Richardson, Representative Flood, and Senator Magnuson commending the remarkable accomplishments of NTID up to now; endorsing the appropriateness of NTID students pursuing certificate, diploma, associate, baccalaureate, and master's programs that lead to direct employment and recommending that Congress and DHEW continue to support the efforts of NTID in the same strong way that they have in the past; and

BE IT FURTHER RESOLVED that each of those letters be accompanied by this resolution.

WHEREAS the Conference of Executives of American Schools for the Deaf has equal concern for the education of deaf students at all age levels;

WHEREAS increasing numbers of deaf students are motivated toward, and being prepared for, education beyond the secondary level;

WHEREAS an increasing number of postsecondary educational institutions are seeking to assume and fulfill a responsibility to deaf students; and

WHEREAS most deaf students need special services considerably beyond those provided hearing students in order to benefit maximally from postsecondary education and training;

RESOLVED: First, that the Conference reaffirm its commitment to the right of all deaf students to quality education, and to their right to seek and engage in postsecondary education and training;

Secondly, that the President of the Conference appoint a special working committee, the purpose of said committee being to identify and disseminate principles which will assist postsecondary institutions in assuring that the education and training of deaf students accepted into their respective settings is one of quality.

WHEREAS the Congress of the United States indicates increasing awareness and concern about the circumstances of severely handicapped people, especially those who are deaf; and

WHEREAS legislative proposals now being considered such as H.R. 8395, the Vocational Rehabilitation Amendments of 1972, which would authorize essential services that are not effectively available to severely handicapped deaf people in the form of comprehensive Vocational Rehabilitation Centers for Deaf Youth and Adults;

BE IT RESOLVED that the Conference of Executives of American Schools for the Deaf assembled in Toronto, Canada, on May 4, 1972, appreciates the leadership and aid that The Honorable Earl Perkins and his associates have provided and commends the Committee for it.

It is also suggested that copies of identical resolutions and letters go to the following:

Congressman Earl Perkins of Kentucky

Congressman John Brademas of Indiana

Congressman Wilbur Mills of Arkansas

Senator Harrison Williams of New Jersey

Senator Jennings Randolph of West Virginia

Senator Alan Cranston of California

Senator Edward Kennedy of Massachusetts

WHEREAS the Office of Demographic Studies is making significant contribution to the understanding of characteristics of deaf students; and

WHEREAS Augustine Gentile who has given vigorous and exemplary leadership as director of these studies is retiring at the end, this fiscal year;

Therefore, BE IT RESOLVED that the Conference of Executives of the American Schools for the Deaf express through this resolution its official commendation and appreciation to Mr. Gentile for his distinguished service to our profession.

WHEREAS those individuals attending this convention who represent teacher preparation programs wish to commend the Conference of Executives for taking action to grant full membership to University programs; and

WHEREAS such membership affords an opportunity for representation of University teacher preparation programs in the Conference, an opportunity exists to discuss the concerns of school personnel and teacher preparation personnel;

BE IT RESOLVED that a special committee of teacher preparation personnel be established on an interim basis to develop appropriate objectives for participation of this group within the Conference of Executives,

to encourage participation and membership in the Conference of Executives,

to develop an effective channel of communication between University personnel engaged in teacher preparation and administrators of school programs, and to make arrangements for special sectional meetings of teacher preparation personnel at the 1974 convention to discuss relevant issues.

WHEREAS Senate Bill #3407 was learned about by most members of the Conference at this meeting; and

WHEREAS it is thought that the Conference and other organizations servicing the deaf could more effectively support or oppose specific legislation that may affect the deaf or agencies for the deaf if such bills are brought to their attention as early as possible;

BE IT RESOLVED that Dr. Howard Quigley look into possible ways for getting such information to the members expeditiously; and

BE IT FURTHER RESOLVED that one of the possibilities to be explored should be the use of the Washington offices for the Council of Organizations Serving the Deaf.

WHEREAS in recent years there have been great increases in knowledge and resources to help improve educational and other opportunities for the hearing impaired; and

WHEREAS further increases in knowledge and resources are urgent and necessary if we are to maximize the opportunities for the hearing impaired, nevertheless, it is the sense of this Conference that we must not lose sight of the need for seeking the causes of and preventing the occurrence of hearing impairments;

Therefore, BE IT RESOLVED that the Conference of Executives of American Schools for the Deaf go on record as encouraging current activities that are designed to reduce the incidence of hearing impairments and urging that more emphasis and greater support be given to projects that have as their goal the prevention of hearing impairments and other handicapping conditions.

WHEREAS educators of the deaf are concerned with the total development and welfare of deaf children within the philosophical objectives promoted by the CEASD and their own respective boards of control; and

WHEREAS in the implementation of these objectives it may be necessary for an administrator to take disciplinary action against individual students because of breaches of school procedure or law; and

WHEREAS increasing reports have come to our attention highlighting:

1. the increased incidence of drug abuse and other offenses of a serious stature,
2. the necessity for the administrator to resort to appropriate measures of discipline,
3. the realization that attitudes reflected by the legal constituency, certain parents of the deaf, and segments of the public have not always been supportive of the necessary administrative actions;

BE IT RESOLVED that the CEASD reaffirm its support of the administrator in the difficult task of directing his program for the combined benefit of the majority of his deaf students, his professional associates, and the continued reputation and welfare of his program;

That the CEASD specifically endorses the right and responsibility of the administrator to suspend or to otherwise terminate, without fear of reprisal, the student whose behavior poses a threat to the welfare of other students, to the program at large, or to his own best well being;

That this position of the CEASD with regard to any punitive or legal action taken against the administrator who in the line of duty, in good faith and in professional discretion, found it necessary to implement disciplinary action, can be cited in his support.

WHEREAS the establishment of standards is one of the characteristics of any profession; and

WHEREAS the CED committee on teacher preparation under the chairmanship of Dr. Ralph Hoag has completed a new set of standards for teacher preparation; and

WHEREAS this committee has performed outstanding service in representing the points of view of the member organizations, while at the same time providing ample opportunity for input from and feedback to the field and the deaf community;

BE IT HEREBY RESOLVED that the CEASD commends Dr. Hoag and the members of the CED committee on teacher preparation for their meritorious service to the profession.

WHEREAS Senate Bill #3407 as an amendment to the Captioned Films legislation authorizes fiscal support to communications for the deaf, to the development of television for use with the deaf and other handicapped persons, to the continuation of support for programs of postsecondary education for the deaf other than Gallaudet and NTID, to programs of continuing education for the deaf and other handicapped persons, and to theater for the deaf;

BE IT RESOLVED that the Conference submit a statement of its support for this bill to the offices of all Congressmen.

REPORT TO THE

COMMITTEE ON STATISTICS

CURRENT ACTIVITIES AND FUTURE PLANS OF THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

(submitted by Augustine Gentile)

by the
Annual Survey of Hearing Impaired Children and Youth
Gallaudet College, Washington, D. C.

During the current year, the Annual Survey in its data collecting activities is obtaining expanded information on the School Leaver and on Additional Handicapping Conditions. It is collecting data on the ethnic background of students for the first time.

Information is expected on about 45,000 students enrolled in approximately 700 special educational programs throughout the country. This represents an approximate 10% increase in students over the previous year.

During the past year the Survey with the help of the Advisory Committee and administrations of cooperating programs has been conducting an extensive program evaluation. The results of these reviews indicate that the Annual Survey is at a point in its development where a reorientation of its activities is now appropriate.

While it will be necessary to continue to devote time and resources to maintaining the current participants in the program and to encourage those to join who are not yet participants, the period of the next five years should be marked by increased diversification of activities and a greater focus on collecting and disseminating data on special topics of interest to the field.

Some of these kinds of information may be collected on a sample basis; others will require data on the total population. The staff is currently working on a format which will continue to maintain enough basic information on all students so that basic demographic changes in the population can be detected and the population can be stratified for sampling, while lightening as much as possible the work required by a participating program to remain in the Survey.

To this point in its activities, the Annual Survey has focused on collecting and disseminating data on students in special educational programs. An important aspect of the diversification noted above will be the beginning of data collection activities on other units relevant to the overall question of educating hearing impaired people. Some such proposed activities which have emerged out of recent discussions with the National Advisory Committee are:

First, is a proposal that the Annual Survey begin to collect information about the institutions offering special educational services. Such a survey will be conducted during the 1972-73 school year.

Second, there has been a growing expression of a need for information on hearing impaired people attending post-secondary programs. While each of the programs offering such services has information on their students, little has been done to bring this data together for comparative purposes. It has been suggested that the Annual Survey is in an ideal position to perform such a function, and first steps are being taken in this direction.

Little national data is available on parents of hearing impaired students and on the activities of these students when they are at home. Developmental work on a survey of parents is underway with plans to conduct such a survey during the 1972-73 or 1973-74 academic year.

While national information on teachers of hearing impaired students and on the students themselves is available, little effort has been made to use teachers and students as sources of information regarding the educational process. The Annual Survey intends to begin work on tapping these sources of information.

Also reflected in the five year plan are efforts (1) to begin to collect information on communication usage and communication abilities of students; (2) to improve our estimates of the population of students receiving special educational services by type of program; (3) to begin to obtain estimates and demographic information on hearing impaired children and youth not receiving special educational services; and (4) to conduct special studies on hearing aid usage, intelligence tests, visual perception, and the genetics of hearing impairment.

CURRENT STATUS OF THE ACADEMIC ACHIEVEMENT TESTING PROGRAM CONDUCTED BY THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

Currently being analyzed are the results of two national testing programs conducted in 1969 and 1971 respectively. After the 1969 program, supplementary materials and standardized procedures were developed to make the Stanford Achievement Test more suitable for hearing impaired students. These were implemented in 1971. The thrust at present lies in determining the effectiveness of those procedures and in identifying problem areas as they may exist in the test when used for our purposes. Though these analyses apply to the Stanford tests directly, their results may be generalized to other standard achievement tests employing the same testing mechanics and including approximately the same academic subject areas.

Preliminary analyses of results do indicate a general improvement of the 1971 data over that of 1969. The test scores are better discriminating true difference in achievement levels among students; they appear more able to reflect the students achievement level; and the overall test score distributions seem valid for the test battery levels on which they were obtained.

The major problem of scores being close to the chance or guessing range encountered in 1969 was largely overcome by the pre-testing or screening testing procedure. This resulted in students taking tests more appropriate to their ability levels and produced more valid measurements.

A test-retest reliability study on a national student sample using The Primary II Battery produced coefficients of reliability as good for hearing impaired students as those obtained for the hearing students test standardization population. A study of the validity of the test content (items) completed with the Intermediate I level indicated that in general the academic content of the test is appearing in the school curriculum of hearing impaired students.

Whether or not the test content reflects the curriculum of these special educational programs to the same extent and emphasis as it does regular school curriculum, is still a major issue, however, requiring more analyses. Also, the problems of nationally standardizing procedures to administer dictated sub-tests to hearing impaired students have not been overcome at present.

SOME HIGHLIGHTS OF THE DATA ON ADDITIONAL HANDICAPPING CONDITIONS FROM THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

Although many topics which the Annual Survey collects data on change from year to year, one variable that has been consistently sought, has been that of additional handicapping conditions. The National Advisory Committee of the Annual Survey has requested that the Survey collect certain core variables on all students annually. Included among these critical characteristics is additional handicapping conditions.

There is obvious significance of a child having one or more handicaps in addition to a hearing impairment. It has possible implications for the type of educational program the child attends, the means of communication he uses, how he scores on achievement tests. Researchers have noted that the affect of additional handicaps is often cummulative rather than additive.

This item has one of the best response rates of information collected by the Annual Survey. For the 1970-71 school year, data on this variable was reported for nearly 35,000 students or 85% of the total 41,000 students participating in the Survey. Of the students for whom information was reported 67% had no handicap in addition to the hearing impairment, 25% had one additional handicap and 7% had two or more additional handicaps.

When viewed in relationship to age, there was a slightly higher proportion of students under age 3 who did not have any additional handicaps (78%). Similarly, 71% of students age 3-5 had no additional handicaps. The distribution of students by additional handicaps in relation to degree of hearing loss was fairly similar among the various better-ear-average categories, except that a slightly larger percent of those with losses of 85dB and above had no additional handicaps.

The most frequently reported additional handicaps were those of emotional and behavioral problems, mental retardation, and severe visual problems. There were over 3,330 students reported to have emotional and behavioral problems and 2,440 students were indicated to be mentally retarded. Nearly 1,700 students had severe visual problems.

Preliminary tabulations seem to indicate that there is very little difference in the age a student started his education and the presence of an additional handicap.

When additional handicaps are related to the cause of hearing loss, it is seen that 35% of the students whose hearing loss was due to maternal rubella had one or more additional handicaps while 45% of those whose loss was attributed to prematurity had one or more additional handicaps. Only 17% of those with hearing losses due to hereditary factors had one or more additional handicaps.

For the 1971-72 school year the Annual Survey has asked for information in greater detail on the topic of additional handicaps. Specific information on children with visual problems has been sought in relation to visual acuity, color perception and night vision. In regard to other topics of handicaps, the respondent has been asked to indicate the degree of educational significance and the person who made the evaluation of the handicap. Also requested is whether the child is receiving prescribed medication for any of the handicaps.

With this more detailed information and proposed evaluation studies, the quality of the data will be enhanced. Researchers, school administrators, teachers and legislators have already indicated this information was valuable and with more detail and a larger representation of students, it is hoped and expected that the utility of such information will be greatly increased.

REPORT TO THE

COMMITTEE ON STATISTICS

(submitted by David M. Denton, Chairman)

THE NATIONAL CENSUS OF THE DEAF POPULATION: AN INTERIM REPORT

Jerome D. Schein, Ph.D.
New York University
Deafness Research and Training Center

This month the National Census of the Deaf Population will conclude its third of four years to determine the size and principal characteristics of the deaf population of the United States. Some educators are still astonished to learn that this current project is the first nationwide attempt to enumerate deaf people in over 40 years. That is the case. No study has undertaken this task since the census of 1930, the last time the U.S. Bureau of the Census inquired directly about deafness.

Everyone responsible for planning services for the deaf population --- and that includes all members of the Conference --- recognizes the importance of having information as accurate, extensive and up-to-date as possible. Without such information, facilities may be built which are unnecessary, and necessary facilities never built. Requirements for the numbers and kinds of personnel must be anticipated, and that means knowing a great deal about the population to be served. The National

Census of the Deaf was undertaken to provide a current picture of deafness in the United States.

Before reporting on some of the results, let me briefly review the data-gathering plan. The first step was to build a list of the deaf population. Names and addresses of deaf persons were gathered from every part of the United States. To avoid duplication of effort, names of children enrolled in schools and classes for the deaf were not specifically requested, since The Annual Survey of Hearing Impaired Children and Youth already has extensive information on this segment of the population.

The next step was to verify the list. We knew that some names on the list were repetitions; also some addresses were incorrect. More importantly, we knew some persons listed were not deaf. The target population for The National Census was defined as:

> All noninstitutionalized residents of the United States who have lost, or never had the ability to hear and understand speech, this loss having been suffered prior to 19 years of age.

To determine which persons on the list fit this description, a verification program was undertaken.

A simple questionnaire was mailed to every name on the list. The questionnaire contained the hearing scale developed for The National Health Survey. The scale asks the person to respond to some simple statements about his hearing. The answers given provide an operational definition of hearing ability. Another block of questions determined the age at which the hearing loss occurred.

The final list, then, consists of the names and addresses of persons whose deafness and age at onset met the above criteria and were verified by the respondents: Each person was determined to be alive and living at the address shown on the list at the time of inquiry. Finally, duplications were eliminated.

The original list contained 440,211 names and addresses. The computer eliminated 148,963 as duplicates. 291,248 questionnaires were mailed and 214,775 returned. The final, verified list contains 112,997 deaf persons of all ages. So far as we know, that is the largest verified list of persons with a common morbidity ever compiled.

The next logical question is: How complete is the list? Does it represent ½, ¼, 1/10 of the deaf population?

To answer that crucial question, the National Center for Health Statistics agreed to include questions about hearing in the 1971 National Health Survey. The same hearing scale and questions about onset of loss were used so that the results could be compared directly to the list of deaf people. The National Health Survey annually conducts interviews in 42,000 households carefully selected to represent The United States. Their results provide an independent estimate of the deaf population. By counting how many deaf people are not on the Census list, the completeness of the list can be determined. This procedure, developed by The Bureau of The Census for determining the size of rare populations embedded in a huge one, is both statistically valid and economically feasible.

The final step in The Census consists of interviews with deaf persons on a wide variety of topics. These interviews are now in progress. Of course, funds are not sufficient for 112,000 personal interviews. Nor would that number be necessary to obtain representative data. A stratified sample from the list has been drawn to represent the deaf population.

What information will be obtained? The interviews will first gather facts about the deaf person's household: the kind of dwelling unit, size and composition of the family, the family members' hearing ability, education, occupation and income. For the deaf individual, questions will probe in depth his education and training, occupation and work experience, communication, health, insurance problems, and experiences with vocational rehabilitation programs. Also, inquiries will be made into both geographical and intergenerational mobility. The results should produce the most detailed description to date of the deaf population.

In closing, let me return to the matter of the number of deaf people in The United States. This census, of course, is concerned with far more than establishing an estimate of prevalence. But that estimate is important. Until The National Center for Health Statistics completes its data processing, a definitive answer cannot be given. Nonetheless, some preliminary estimates have been made. Let me emphasize that these are preliminary, in fact based only on data from the first half of 1971. Using those figures, it would appear that the list is from 20 to 25 percent complete. Translated into round numbers, this would mean the deaf population of the United States is from 450,000 to 550,000 !

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MINUTES OF THE

JOINT ANNALS ADMINISTRATIVE COMMITTEE

Hotel Royal York, Toronto, Ontario, Canada
April 30, 1972

The meeting was called to order by the chairman at 11:30 A.M., Sunday, April 30, 1972.

Members Present	Members Absent
Dr. William J. McClure, Chairman	Mr. Warren W. Fauth
Dr. Armin G. Turechek	Miss Martha Lutz
Dr. Kenneth R. Mangan	Dr. David M. Denton
Dr. Roy M. Stelle	
Dr. Ben E. Hoffmeyer	

Editors Present	Absent
Dr. McCay Vernon	Dr. Howard M. Quigley Executive Manager
Dr. Helen B. Craig	
Dr. William N. Craig	

Miss Ferne E. Davis, administrative assistant, Conference of Executives of American Schools for the Deaf, was also present at the meeting.

The chairman remarked on the changes that have occurred in the administration of the Annals during the past year, namely, change of printers and National Office consolidation. He expressed his satisfaction with the past year's progress.

The editor of the literary issues of the Annals, Dr. McCay Vernon, reported on the following: a) quality of manuscripts, b) change of style from AMA to APA form, c) questionnaire on readership, distributed in an effort to effect responsiveness in the journal to the reader's interests and needs. Discussions ensued on: a) method of circulating the questionnaire, b) whether or not to affix postage for return of materials, c) the number of follow-ups of questionnaire-mailing. Solutions for these discussions were assigned to the editor and executive manager.

1. Editorial Philosophy. The committee instructed that the Annals editorial philosophy be printed in every issue and that it be re-stated with more emphasis.

2. Reader-interest. Dr. Vernon further reported that more stimulation of reader-interest in the Annals is to be enforced by inclusion of pictorial and illustrative pages.

3. Special Issues. Requests for articles on special topics for the Annals have been met or is planned. Publishing of these articles will begin in the next academic year. Special topics will be on methodology, psycholinguistics, practical aids to teaching, residential school living, preschool education and adult education. One issue will be devoted to methodology while other topics will be limited to one or two articles per issue. Additional suggestions for the list are curriculum and cued speech. Possible contributors for each of these two areas of interest were submitted to the editor for his continued effort in obtaining articles.

4. Circulation. Discussion was held on efforts to increase circulation. Specially-drafted letters to teacher training centers, post secondary schools, junior colleges and instructional programs will be mailed. The editor and executive manager will draft the letter and implement the task.

5. Editorial Board. Three members of the Editorial Board - Dr. Doin Hicks, Dr. Donald Moores and Miss Margaret Kent - soon will be leaving the Board. Suggestions for replacements were approved as follows:

Fern Feder
    Alternate Number One - Robert Van Dyke
    Alternate Number Two - Jane Williams
Dr. Ursula Bellugi
    Alternate Number One - Dr. William Stokoe

Jess Smith
Alternate Number One - Lawrence Newman

6. Appointment of Editor (Literary Issue). Dr. Kenneth Mangan moved that Dr. Vernon be appointed editor of the Annals for another 3-year term, from January 1, 1972 to December 31, 1974. Motion was seconded by Dr. Roy Stelle and carried.

The chairman expressed his appreciation to Dr. Vernon for his editorship of the Annals.

7. Term of Office. Dr. Vernon proposed the maximum time for term of office of editor as 12 years, with increments of 3 year renewals. The chairman ruled that this question should be taken up with full committee representation.

The editors of the Directory of Programs and Services for the Deaf, Dr. Helen Craig and Dr. William Craig, submitted the appended report.

1. Listing of Educators. Discussion was invited on Item 7 of the report regarding listing of educators separately by removing from the Directory issue and printing as a single issue. The list now represents one-third of the present Directory and is increasing in length. If it is printed as a separate volume it can be reproduced from camera-ready copy at less cost and would be distributed in limited quantity. Discussion on cost factors, pagination and recipients of the volume followed. It is the editors' suggestion that the plan for a separate volume be implemented experimentally for one year with only nominal changes to minimize printing problems. Dr. Mangan moved that the two-volume concept, as outlined by the editors, be implemented. The motion was seconded by Dr. Turechek and carried.

2. Definition of Multiply Handicapped, and Listing. The manner of listing this category with the school programs in the Directory issue was discussed and the need for having a more refined definition. The editors are aware of this problem and will plan for a more definitive listing for the 1973 edition of the Directory.

3. Listing - Psychiatrists for the Deaf. Item 15 of the report concerns the listing of psychiatrists for the deaf as a separate section. The editors indicated that this matter was discussed at the 1971 Conference meeting in Little Rock and asked for the committee's decision on such a listing. Following the discussion the inclusion of the listing in the Directory issue was table.

4. Demographic Studies. The editors reported on a meeting held with the Office of Demographic Studies of Gallaudet College on coordination of effort between the Annals' Directory issue and Demographic Studies. There is a broad area of mutual interest on collection of related data which would benefit by cooperation between the two offices by cross-checking mailing lists and expansion of data analysis from year to year. Areas of cooperation were noted and the meetings will continue as long as they are mutually beneficial.

5. Editor's Stipend. Dr. William Craig requested that the stipend allotted for expenses incurred by the Directory editors be reduced to $600 per year. The committee granted the request.

The report of the executive manager was read to the committee by Dr. Mangan.

1. Proceedings - Psycholinguistic Institute. Discussion followed the executive manager's request for action on the Annals' project for

printing the proceedings of the Psycholinguistic Institute (held at Western Maryland College) conducted by the National Association of the Deaf last summer. Dr. Quigley was authorized to negotiate with NAD on the proceedings. Two thousand copies of the monograph will be printed when negotiations are completed.

2. Ads. Question was raised on inclusion of classified ads in the Annals. Dr. Quigley was authorized to pursue the feasibility of such action with Mr. Bernard Blumberg, printer of the journal.

3. Location - Managing Editor. The executive manager reported his opinion that more efficient service would result if the managing editor of the literary issues of the Annals were located in the Washington, D. C., area to facilitate business contacts with the printer. Dr. Vernon and Dr. Quigley will give consideration to the matter for appropriate action and without requirement of further committee approval.

Dr. McClure read a letter from Mr. Henry Buzzard, New York School for the Deaf, on indexing the Annals for a 10-year period. The editor will obtain full particulars and report to the committee.

The request from the principal of the Japan Oral School for the Deaf to the chairman for printing of an announcement of the forthcoming International Congress on Education of the Deaf was discussed. When received, the announcement will appear in all regular issues of the Annals, until the meeting takes place.

The meeting was adjourned at 1:10 P.M.

JOINT ANNALS ADMINISTRATIVE COMMITTEE

Meeting - April 30, 1972

Editor's Report
McCay Vernon, Ph.D.

I. The quality of manuscripts is greatly improved. The attached data give specific information on the number and titles of manuscripts received, the number published, the number rejected, and the number revised since the last Annals meeting in Arkansas.

II. Dr. Hilde Schlesinger suggests a change in style from the present AMA form to APA form.

III. The attached questionnaire is submitted for your consideration and suggestions. In addition, questions to be answered are:

   a) How to circulate it?
   b) Should return postage be supplied?
   c) Should second and third wave letters and questionnaires be sent?

IV. The June , 1972, issue contains the third statement of the editorial philosophy of the Annals printed since 1970 (previously printed in November, 1970, and January, 1970). These are in addition to the statement in the "Information for Authors" page.

V. In conjunction with our new printer's suggestions, we will be adding more pictorial and illustrative pages.

VI. With the approval of the Annals Administrative Board we will have requested articles around specific issues starting with the next academic year. One of these will be a special issue devoted to methodology. Others will simply contain one or two solicited articles on a given topic, (see below).

Six Issues

Issue	Topic		Suggested Authors
September	Psycholinguistics		Bellugi, Stokoe, Tervoort, Schmitt
October	Practical Aids to Teaching (notice to readers)		Schmitt, Panara, Newman, Miller
December	Methodology	oral	(Blevins, Thompson, (Silverman, Mulholland
		total communication	(Garretson, Kent
		aural acquepedics	(Ross, Luterman, Eric (Sanders
		verbotonal	(William Craig, Black,
		S.E.E.	(Anthony, Gustafson, (Washburn
		Rochester	(Scouten, Brill, Moores
February	Residential Living		(Altshuler, Leo Dicker, (Leonard Siger
April	Preschool Education (notice to readers)		
June	Adult Education - What Happens After		(Mayes, Schreiber, Wick, Galloway

VII. I would like to raise the issue of approaches to increasing circulation. For example, could we institute automatic renewal notices for individual subscribers, what do we do about approaching students, etc.?

VIII. Editorial Board. Three editorial board members' terms are expiring: Dr. Hicks, Miss Kent and Dr. Moores. Suggested replacements are: Dr. Turechek, Jess Smith, Dr. Ursula Bellugi, Larry Newman or Jane Williams.

AMERICAN ANNALS OF THE DEAF

Readership Questionnaire

In an effort to improve the Annals and make it more responsive to reader interests and needs, we are asking you to fill out and return the following simple one page self-addressed stamped questionnaire.

1. There are 6 journal issues of the Annals per year. I read at least some part of ( ) every issue; ( ) more than 4 issues; ( ) about 3 issues; ( ) less than 3 issues; ( ) none.

2. I usually spend about ( ) minutes with each issue ranging from ( ) minutes with some issues to ( ) minutes with others.

The regular features of the Annals are:

- a) Questions, Answers, and Comments
- b) Book Reviews
- c) Editorials
- d) Research Articles
- e) Articles on a Practical Level about Teaching
- f) Psychological Articles
- g) The Special Edition of the Annals devoted to the Media Symposiums

Please indicate by letter (from the above list) the answers to the following questions:

3. List the features you regularly read in order of your preference: 1st....; 2nd....; 3rd....; 4th....; 5th.....

. If any regular features were to be expanded in coverage, which would you prefer and in what order? 1st....; 2nd....; 3rd....; 4th....; 5th.....

5. If it became necessary to delete any regular feature, which would you prefer to have deleted and in what order? 1st....; 2nd....; 3rd....; 4th....; 5th.....

6. Are there subjects not now covered which you feel should be added as regular features? ....
Occasional features? ....

7. The Annals publishes articles on many aspects of deafness. I prefer articles on (please number in order of preference): ( ) research in education; ( ) research in psychology; ( ) practical aids to teaching; ( ) practical articles on psychology and deafness; ( ) articles on psycholinguistics and language; ( ) articles on the profession of teaching; ( ) articles for parents; ( ) articles on administration; ( ) articles on speech and hearing; ( ) other ....

8. Have you read one or more books on the basis of the Annals reviews? ( ) Yes; ( ) No.

9. My preference for frequency of issues of the Annals is (check one) ( ) monthly; ( ) bi-monthly; ( ) quarterly; ( ) other
Why? ....

10. I am a ( ) teacher; ( ) administrator; ( ) psychologist; ( ) audiologist; ( ) other ....

and on the back

11. The space below is for any comments you would care to make regarding any aspect of the Annals. For example its philosophy, its layout, its editorial staff, etc.

Title of Manuscript	Reviewers' Decisions Rev. #1	Reviewers' Decisions Rev. #2	Final Decision	Published (Date)
L'Abbe de l'Epee	reject ~~pending~~	reject ~~pending~~	reject	
Group Counseling With the Non-Communicating Deaf	reject ~~pending~~	reject ~~pending~~	reject	
More on the Effects of Verbal Load on Achievement Tests	accept ~~pending~~	accept ~~pending~~	accept	December, 19
Symposium on Research and Utilization of Educational Media for Teaching the Deaf--A Reaction and a Recommendation	accept ~~pending~~	accept ~~pending~~	accept	December, 19
Read-Imagery	reject ~~pending~~	accept ~~pending~~ with revision	reject	
Innovations in the Development of Language With Deaf Children	reject ~~pending~~	accept ~~pending~~ with revision	reject	
The Comparative Constructions: A Grammar and Outline for Language Programming	revise ~~pending~~	revise ~~pending~~	reject	
A Case for the Use of Sign Language to Stimulate Language Development During the Critical Period for Learning in Congenitally Deaf Child	accept ~~pending~~	accept ~~pending~~	accept	
A Study of the Effects of Controlled Distraction Upon Speechreading Scores	revise ~~pending~~	revise ~~pending~~	reject	
A Pilot Study: A Preliminary Report Concerning the Ability of Deaf Residential School Students to Recognize and Interpret Fingerspelled Words	reject ~~pending~~	revise ~~pending~~	reject	
Interpreting for the Deaf: Analyzing a New Profession	reject ~~pending~~	reject ~~pending~~	reject	
Racism Within the Deaf Community	revise ~~pending~~ (See: #0168 for revision)	revise ~~pending~~		
Psychodrama With Deaf People	revise	revise	accept	August, 1971
Sign Language Acquisition and the Teaching of Deaf Children	accept	accept	accept	Feb. & June, 19
The Deaf as a Minority Group	revise	revise	pending	

Title of Manuscript	Reviewers' Decisions Rev. #1	Rev. #2	Final Decision	Published (Date)
Syntactic and Conceptual Structures in the Written Language of Deaf and Hard of Hearing Adolescents	reject ~~pending~~	reject ~~pending~~	reject	
Teaching Behavior Modification Techniques to Parents of Hearing Handicapped Children	revise	revise	pending	
Discrimination and Identification of Continuously Varied Dactylic Gestures	reject	reject	reject	
Vocabulary Development in the Early Years of the Deaf Child	revise	reject	reject	
A Combined Clinical Educational Approach for the Deaf	revise (revision sent for review--decision still pending)	revise	accept	December, 1971
Curricula ~~Offerings in~~ Business Education in Schools for the Deaf ~~in the United States~~	accept	accept	revise - accept	February '72
An Open Letter to Educators of the Deaf	accept	accept	accept with revision	August, 1971
Art as an Experience: An Experiment in Film	accept	accept	revise - accept	June, 1971
Performance of Hearing-Impaired Children on a Non-Verbal Personality Test	accept	accept	accept with revision	August, 1971
Occupational Prestige and its Correlates as Conceived By Deaf, Female Vocational Students	revise	revise	accept with ~~pending~~ revision	August, 1971
he Deaf as a Minority Group	revise	revise	pending	
utonomous and Unique Features of American Sign Language	accept	accept	revise - accept	February, 1972
he Prevalence of Behavioral Problems in a Population of Deaf School Children	accept	accept	published	June, 1971 ~~July, 1970~~
he Measurement of College Potential in the Hearing Handicapped	accept	revise	accept with revision	June, 1971

	Reviewers' Decisions		Final	Published
Title of Manuscript	Rev. #1	Rev. #2	Decision	(Date)
A New Orientation to In-Service Training for Child Care Staff	revise	revise	accept with ~~pending~~ revision	June, 19
Notes to Audiologists	reject ~~revise~~	reject ~~revise~~	~~reject~~ revise	
Investigating the Effect of Contextual Constraint on Deaf and Hearing Children at the Fourth Grade Reading Level, Using the Cloze Procedure	revise	revise	accept	Nov., 1970
Attitudes Toward Hearing Aids of a Congenitally Hearing Impaired Population	revise	revise	pending	
(Attitudes of a Congenitally Hearing Impaired Population Toward Hearing Aid Use) --			#1 Rev. pending	#2 Rev pending
Creative Thinking Differences Between Black and White Deaf Children				
Achievement Testing of Hearing-Impaired Children: Selection of Test Level	revise	revise	pending	
A Community Center Model for Social Enrichment of the Deaf	revise	revise	accept with revision	
Relationship Between Extent of Hearing-Aid Use and Language and Academic Achievement of Hearing-Impaired Children	revise	revise	accept with ~~pending~~ revision	February
A Case of Disinterest: The Deaf in Puerto Rico	accept	accept	accept ~~pending~~	August,
The Effect of Gestures on Visual Speech Reception	revise	revise	accept	August, 19
~~Implications of Cases of~~ Aphasia and Language Functioning of the Deaf ~~in the Adult Manual Deaf~~	accept	accept	accept	August,
The Haunting Influence of Alexander Graham Bell	accept	accept	accept	June, 19
Behavior Modification Procedures in the Treatment of a Chronic Soiler	revise	revise	accept with revision	June, 19
Educational Impact--the 1964-65 Rubella Epidemic in the United States	revise	revise	Editors ~~pending~~ Revised	February
A Guide to Program Planning for Institutionalized Retarded-Deaf Children	revise	accept ~~revise~~	accept with revision	~~Jan., 1970~~ June, 1971

Title of Manuscript	Reviewers' Decision Rev. #1	Rev. #2	Final Decision	Published (Date)
Deaf Writer in America--From Colonial Times to the Present	accept	accept	accept	Nov. ~~Sept.~~, 1970
ctice Material for Language Teaching	revise	revise	accept with ~~pending~~ revision	November, 1970
liminary Study and Proposed Regional Vocational School for the Deaf	revise	reject	accept with revision	September, 1970
"Naturalistic" Approach to Teaching Oral and Written Communication to the Deaf	revise	revise	accept	Nov., 1970
ects of Early Manual Communication on Deaf Children's Educational Achievement, Linguistic Competence, Oral Skills, and Psychological Adjustment	revise	revise	accept	September, 1970
guage and the Education of Children With Early Profound Deafness	accept	revise	accept with ~~pending~~ revision	September, 1970
ly Speech Development in Deaf Infants	revise	revise	accept with revision	September, 1970
ssroom Conditioning of Visual Orientation in Non Attentive Deaf Children	revise	accept	accept with ~~pending~~ revision	July, 1970
ational Education and the Hearing Impaired	reject	reject	reject	
and Abstract Thinking	reject	reject	reject	
ro-Solutions in Special Education	reject	reject	reject	
ie Subtitles by Automatic Filmstrip Projection	reject	reject	reject	
ding Comprehension of the Prelingually Deaf Children of Deaf Parents and the Prelingually Deaf Children of Hearing Parents	reject	reject	reject	
erimental Tests for Use in Diagnosing Language Disorder	reject	reject	reject	

	Reviewers' Decisions		Final	Published
Title of Manuscript	Rev. #1	Rev. #2	Decision	(Date)
Only One of Its Kind in the World	reject	reject	reject	
The Effect of Gestures on Visual Speech Reception	reject	reject	reject	
The Integration of Deaf Children into Ordinary Educational Programmes: Educational Aspects Below Six Years of Age	reject	accept	reject	
A Criticism of Cued Speech	reject	reject	reject	
A Comparison of Deaf Children's Performances on Tasks Related to Reading Skills	reject	reject	reject	
Vocational Rehabilitation Counselor's Rankings of the Relative Severity of Profound Hearing Loss	reject	revise	reject	
Programmed Instruction--A Necessary Adjunct in the Deaf Child's Classroom	reject	revise	reject	
Our Impressions of the Institute for the Deaf in Sint Michielgestrel, The Netherlands	reject	reject	reject	
Some Opinions on the Development and Management of a Public School Day Class for Children Who Are Deaf	reject	reject	reject	
Speechreaders Report of Speechreading (sent for second review)	revise revise	revise revise	pending reject	
Scholastic Achievement of the Deaf	reject	revise	reject	
Design Characteristic of Auditory Trainers	reject	revise	reject	
An Objective Comparison of Educational Facilities in Schools for the Deaf in Ontario and New Zealand	reject	reject	reject	
Deaf Children Benefit from Visual Perception Training	reject	reject	reject	

Title of Manuscript	Reviewers' Decisions Rev. #1	Rev. #2	Final Decision	Published (Date)
Computer Generation and Recognition of Sign Language	reject	reject	reject	
The Self Concept and Personality of Deaf High School Students	reject	reject	reject	
New Signs for Instructional Purposes	reject	reject	reject	
The Effect of Degree of Facial Exposure and the Vertical Angle of Vision on Speechreading Performance	reject	accept	reject	
Assessment of the Motor Ability of Deaf Children	revise	reject	reject	
Art History in Education of the Deaf?	reject	reject	reject	
A Pilot Program of Behavior Modification in a Residential Deaf School	accept	reject	reject	
A Grammar of Cause and Effect	reject	reject	reject	
The Craig Lipreading Inventory: Reference Information	accept	reject	reject	
The Teachers of the Deaf in Differential Diagnosis	reject	reject	reject	
Educational Needs of the Deaf and the National Technical Institute for the Deaf	reject	revise	reject	
Movie Subtitles by Automatic Filmstrip Projection	reject	reject	reject	
Creative Thinking Differences Between Black and White Deaf Children	reject	reject	reject	
An Audiologist's Advice to Parents of Deaf Children	reject	reject	reject	
Learn to Speak, Read, and Write	reject	reject	reject	
A Parental Information and Attitude Scale for Parents of Hearing Impaired Children	accept	revise	reject	

Title of Manuscript	Reviewers' Decisions Rev. #1	Rev. #2	Final Decision	Published (Date)
Videotaping: A focus on Supervisory Insights	reject	revise	reject	
Tension as a Factor in Eliciting Voiced Speech Sounds	reject	reject	reject	
"Tactphone" as an Aid for the Deaf	reject	reject	reject	
Prevalence of Severe Hearing Disability--The United States	reject	reject	reject	
Special Education Project: Orientation and Follow-up Program for Elementary Teachers of Normal Hearing Students and Teachers of the Hearing Impaired	reject	reject	reject	
The Effects of Vocal Mediating Responses on Short-Term Memory of Severe and Profound Deaf Children	reject	reject	reject	
Enhancing the Language Development of Deaf Children	reject	reject	reject	
Annual Census of Hearing Impaired Children and Youth	accept	accept	author withdrew paper	
Audiological Findings in Testing Aphasic Children	reject	reject	reject	
Binaural Hearing Aids for Pre-School Deaf Children	accept	accept	author withdrew paper	
Impact of Instruction of Development of Deaf Children's Originality of Thinking	reject	reject	reject	
Articulation Training Through the Use of a Real-Time Visual Display of Speech Parameters	reject	reject	reject	
Use of a Tape Recorder With Hearing Impaired Children	reject	reject	reject	
A Procedure for Remedial Training in the Basic Facts of Multiplication for Hearing Impaired Children	reject	reject	reject	
Verbalization Tests	reject	reject	reject	

Title of Manuscript	Reviewers' Decisions Rev. #1	Rev. #2	Final Decision	Published (Date)
The Audible Interval: Along Range or Cut of Line of Sight Communication System for the Deaf	reject	revise	reject	
The Superior I.Q.s of Deaf Children of Deaf Parents	revise	revise	author withdrew paper	
Skills Involved in Teaching the Deaf--A Factor Analytic Study	reject	reject	reject	
The Results of the Use of Media at the Wyoming School for the Deaf	reject	reject	reject	
Aphasia: Educational Management in Schools for the Deaf	accept	revise	reject	
Language Learning in Deaf Children	reject	revise	reject	
A Comparative Study of the Reasoning Ability of Two Groups of Hearing Impared Children in a Residential School	accept	reject	reject	
The Deaf: An In-Hospital Group	reject	reject	reject	
The Self-Concept of Academic Ability Scale--Form D for Hearing Impaired Students: A Reliability and Validity Study	reject	reject	reject	
Reading Comprehension Skills Among Hearing Impaired Adolescents	accept	revise	reject	
The Voice Visualizer	reject	revise	reject	
Implications of a Structural Analysis of Sign	reject	reject	reject	
The Influence of Background and Facial Angle on Lipreading Ability	reject	reject	reject	
Quantitizing Hypernasality	reject	reject	reject	

Title of Manuscript	Reviewers' Decisions Rev. #1	 Rev. #2	Final Decision	Published (Date)
The Deaf Child Is a Person	reject	reject	reject	
Uniformed Services Health Benefits Program Handicapped Program	reject	revise	reject	
Behavior Modification by Operant Conditioning at a School for the Deaf	revise	revise	author withdrew paper	
The News Story Can Help Students Learn to Write	accept	accept	accept	Feb., 1971
Nonwhite Deaf Persons: Educational, Psychological, and Occupational Considerations	accept	accept	accept	June, 197
The Effects of Token Reinforcement and Verbal Remediation on the Rate, Accuracy, and Length of Sentence Composition	revise	revise	accept with revision	February,
Biological Aspects of Language	accept	accept	accept	March, 1970
Comparison Profiles of Rubella and Non-Rubella Deaf Children	accept	accept	accept	March, 1970
Interaction Analysis in Classes for Deaf Children	revise	revise	accept	March, 1970
A Comparison of the Language Used by Mothers of Deaf Children and Mothers of Hearing Children	revise	revise	accept	March, 1970
Preliminary Observations of Loop Induction Amplifying Systems in Classrooms for Hearing Impaired Children	revise	revise	accept	March, 1970
The Relationship of Visual Synthesis Skill to Lipreading	revise	revise	accept	January, 1970
The Relationship of Available Instructional Reading Materials to the Deficiency in Reading Achievement of Deaf Children	accept	accept	accept	January, 1970
The Professional Preparation of Dormitory Counselors for Schools for the Deaf	accept	accept	accept	Sept., 1969

Title of Manuscript	Reviewers' Decisions Rev. #1	Rev. #2	Final Decision	Published (Date)
The Education of Deaf Children in England: A Review-Essay on the "Lewis Committee" Report	accept	accept	accept	Jan., 1970
The Stability of Reading Achievements in Deaf Adults	revise	revise	accept	Feb., 1971
A Survey of Provisions for Aphasic Children in Residential Schools for the Deaf	accept	revise	accept	March, 1969
Psycholinguistics and Deafness	revise	reject	accept	Jan., 1970
An Investigation of Visual Sequential Memory in Deaf Children	accept	accept	accept	Sept., 1969
The Grammar of the Noun Phrase and Arithmetic Instruction for Deaf Children	accept	accept	accept	Jan., 1970
Some Operant Conditioning Techniques and Their Use in the School	revise	revise	accept	Sept., 1969
The Prelingual Deaf Child and His Oral Education in a New Perspective	revise	accept	accept	1969
Policies and Procedures for Admission of Mentally Retarded Deaf Children to Residential Schools for the Deaf	accept	accept	accept	Jan., 1970
Genetic Aspect of Congenital Hearing Loss	revise	revise	accept	Jan., 1970
Critique on Current Auditory Training Equipment	revise	accept	accept	Sept., 1969

REPORT ON THE

DIRECTORY OF PROGRAMS AND SERVICES
AMERICAN ANNALS OF THE DEAF

William N. Craig, Ph.D., and Helen B. Craig, Ph.D.
Editors, Directory

Summary of Current Activities

1. Miss Ferne Davis is now serving as publications coordinator with American International Printing Company, Inc., which is located in Washington, D. C.

2. The Social and Rehabilitation Service grant, renewed this year (RD-3068-SD)* for $25,000, is scheduled to terminate on August 31, 1972. This loss of federal funding should be replaced by membership subscriptions and certain charges for Directory listings.

3. We contacted Frederick C. Schreiber of the National Association of the Deaf and Emil S. Ladner in September in regard to sharing the costs of the rapidly growing list of names for the Registry of Interpreters for the Deaf (page 307). The cost of publishing this entire list was estimated at a minimum of $30.00 per page if 75 names could fit on a page. Mr. Schreiber decided in favor of a separate RID Directory with the Annals' listing of the officers and state contact person only being included in the Directory.

4. A similar letter was written to Robert Lauritsen concerning the Professional Rehabilitation Workers with the Adult Deaf (PRWAD). The PRWAD organization did not respond concerning cost sharing. As a result, the current list of Rehabilitation Services (page 265) was acquired from the State Directors.

5. The Teachers in Training listing was dropped for 1972, as

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*Later designation, 14-P-55081/3-03.

suggested at our last meeting.

6. The Speech and Hearing Agencies (page 310) section was retained; however, the lists were selected and provided by the National Association of Hearing and Speech Agencies and the American Speech and Hearing Association. The agencies selected provide a broad range of services, and their accreditation is noted.

7. The Educators of the Deaf list (126 pages) this year indicates six categories of job positions, (I,E,A,S,M and C), although members not submitted through a school do not have this designation. The size of this listing is quite extensive. Consideration should be given at this time to a separate, less expensive technique for producing this directory apart from the Programs and Services. Dr. Quigley is determining the cost differences.

8. The Schools and Classes section this year (page 172) now shows all of the facilities in one state in sequence --- the residential schools, day schools, and classes are under the same heading for each state. In addition to identifying information, data were provided on the program, the student numbers and ages, the multi-handicapped, the graduates, and the educational staff. The coding system in this compilation is also revised although a problem of definition of multi-handicaps still exists. Mr. Kenneth Huff and his committee are working on this.

9. An effort has been made consistently to enable the reader to use the volume without turning it sideways. Only page 237 has not been realigned.

10. The Financial Data section (page 242) has been revised along suggested proposals made initially by Dr. Tillinghast, Dr. Brill and Dr. Quigley and then reviewed by others.

11. The growing interest in the section on Post Secondary Facilities (page 252) suggests that this information might be expanded for next year.

12. At Dr. Hoag's suggestion, the approved Programs for Training Teachers (page 256) notations were checked with him for accuracy.

13. One follow-up notice to schools and classes will be attempted next year to try to get in the late questionnaires. This year a "red tag" deadline date was attached to the forms.

14. At the suggestion of Dr. McClure, a meeting was held in Washington on April 12th with Augustine Gentile and Peter Ries of the Annual Survey of Children and Youth. Miss Ferne Davis, Howard Quigley and the Directory editors met with them. Briefly, the area of mutual interest lies in Section I-B, Schools and Classes. The Directory, however, collects program and service data while the Annual Survey collects pupil data. Cooperation is possible a) in cross-checking mailing lists, b) reviewing of the I-B questionnaire format, c) annual coordinating discussions, and d) expansion of data analysis from year to year to highlight current reader interests.

15. Last year a suggestion was made to provide a new section on Psychiatric Services to the Deaf. No action was taken on this suggestion.

April 30, 1972
Toronto, Ontario, Canada

REPORT OF

JOINT COMMITTEE ON AUDIOLOGY AND EDUCATION OF THE DEAF

William E. Castle, Ph.D.
National Technical Institute for the Deaf

The Joint Committee on Audiology and Education of the Deaf met for the first time in three years on Monday, May 4, with Thomas Behrens, Chairman of the ASHA contingent, having called the meeting. The first question the Committee addressed itself to was, "Should the Joint Committee continue or should it be disbanded?" The Committee agreed that there were things yet to be done and that it should remain active.

The Committee agreed upon the following points:

1. that the Committee should meet no less than twice a year; in the absence of grant monies to support such meetings, the members should convene at some appropriate time at the A. G. Bell, the CAID, the CEASD and the ASHA meetings; the Committee is scheduled to meet next at the A. G. Bell meeting in Chicago at the end of June;
2. that a request should be sumitted to the National Office of ASHA to have an Associate Secretary assigned to the activities of the Joint Committee.
3. that the proposal for a short term institute for field audiologists within a school for the deaf which was submitted to OE for possible funding be resubmitted in the next fiscal cycle with appropriate changes;
4. that the Committee supports a draft proposal for obtaining

monies to support efforts of a National Task Force on Hearing Clinician Programs; this proposal is an outgrowth of the survey done by the Joint Committee several years ago with respect to what is being done for education of hard of hearing children; the Joint Committee will serve as one advisory group _re._ this National Task Force;

5. that all the publications that have been produced as a result of Joint Committee endeavors will be reviewed before the next meeting of the Committee to determine which of its recommendations have not yet been acted upon; the Committee will take it upon itself to reiterate these recommendations to the appropriate official bodies or agencies in an effort to obtain action.

REPORT ON

JOINT COMMITTEE FOR DEAF-BLIND CHILDREN

Edward W. Reay, Chairman
Idaho State School for the Deaf and the Blind, Gooding

The members of the Committee for Deaf-Blind Children of the Conference of Executives of American Schools for the Deaf are superintendents of schools for the deaf and the blind or, in other words, dual schools. Eldon Shipman of West Virginia and I represent the Conference on the National Committee for Deaf-Blind Children. Two other members of the Conference are on the same national committee representing the Association for the Education of the Visually Handicapped. They are Dr. Armin Turechek of Colorado and Joe Shinpaugh of Virginia. Other members of the Conference committee can attend the open meetings of the national committee, and often do so.

Superintendents of schools for the blind serve as ex-officio trustees of the American Printing House for the Blind in Louisville, Kentucky. Annual meetings of the trustees are held at the Printing House in October. Evenings are always reserved for committee meetings and this committee always has an evening meeting while we are in Louisville.

Members of the Conference have always been active in the affairs of this national committee. Dr. Edward Waterhouse was elected chairman at a meeting at the A.E.V.H. convention in New Orleans in 1970.

The name of the committee was changed at the October, 1971, meeting in Louisville. It is now known as the North American Committee on Services for Deaf-Blind Children and Youth. Any educator interested in the education of the deaf-blind can join the Committee and participate in its activities. A short discussion of the functions of this Committee was the only other business conducted at this meeting last October.

The next meeting will be held when the instructors of the blind meet in Miami in June.

Although Dr. Waterhouse is no longer superintendent of Perkins School for the Blind, his activities indicate that he plans to remain active in matters concerning the education of blind and deaf-blind children.

This report need only concern itself with the activities of the N.A. Committee. However, programs for deaf-blind children are developing and moving forward to accomplish their tasks. Classes are being located in schools for the deaf, the blind, and some in universities or colleges. These programs will also become involved with the multiply handicapped and evaluate any child suspected of being deaf-blind.

REPORT OF THE

AAMD--CEASD *Joint Committee on the Deaf–Retarded*

American Association on Mental Deficiency
Nona L. Burrows, Alfred Hirshoren, and Lyle L. Lloyd—*Cochairman*
Conference of Executives of American Schools for the Deaf
Jack W. Brady, John G. Nace, and W. Lloyd Graunke—*Cochairman*

During the Committee's second year of operation we have engaged in several activities to meet our responsibility as established by the Joint Committee "for the purpose of exploring those areas of cooperative effort which could benefit those persons found to have both mental deficiency and hearing impairment." All of our activities have centered around facilitating communication and cooperation among individuals concerned with this major problem area.

In June, 1971, the Joint Committee held two open membership forums in conjunction with the AAMD Convention in Houston (June 16) and the Joint Meeting of the Convention of American Instructors of the Deaf (CAID) and the Conference of Executives of American Schools of the Deaf in Little Rock on June 28. In addition to these two forums the Joint Committee has been instrumental in developing three other major sections as a part of annual conventions of national professional associations as follows: The Convention of American Instructors of the Deaf at Little Rock, Arkansas on June 28, 1971, one half-day and one 1½ hour session of professional papers on the topic of the multiply handicapped deaf; Council for Exceptional Children in Washington, D.C. on March 24, 1972, 1½ hour session on the topic of the deaf retarded; and the American Association on Mental Deficiency in Minneapolis on May 20, 1972, a half-day miniworkshop or symposium on the topic of the deaf retarded. The first two of these meetings which have already been conducted had well over 100 people attending each meeting with many individuals coming into the moderate size rooms and not finding space to stay and participate in the meeting.

It was apparent at the June 16 and 28 forums that many individuals working in this area were desiring additional information about publications and other resource materials. As a result of this need two Joint Committee members have prepared an extensive bibliography on the topic. This bibliography is currently in the final stage of editing with the plan that within two weeks it will be printed by AAMD for free distribution to all individuals attending the forums and sell to all other individual's desiring it.

To facilitate communication between individuals engaged in this area the Joint Committee is sending a packet of materials to all individuals who attended the forum. In addition to the above mentioned bibliography this mailing will include a listing of programs for the deaf retarded, a list of all people attending the forum, a listing of other individuals who have identified themselves to the Joint Committee, membership information about AAMD and CAID, information about the May 20 session at the AAMD Convention, and other items of information on this topic. Approximately 50 individuals who did not attend the forum will receive all of the above material except for the bibliography. Their packet will include a notice of the publication of the bibliography and how they may purchase copies.

In addition to the above communication activities the Joint Committee has responded to several specific letters of inquiry providing information to individuals wanting to know about programs and/or resource material on this topic.

The Joint Committee has attempted to develop a project to include a major conference (or series of conferences) on the topic and a publication to be supported by either Federal or Foundation funds. The Committee made significant progress, but had difficulty developing the final project. Since the National Office of AAMD has not filled the position of Special Project Director, the National Office was not in a position to write the final draft of the grant for the Committee (as is done in many professional associations). It also became apparent in approaching possible funding sources that a project in this area would be much better received if it demonstrated a high degree of cooperation between a number of professional agencies. The Joint Committee used the liaison relationship between the Speech Pathology and Audiology Subdivision of AAMD and the ASHA Mental Retardation Committee (currently chaired by Dr. Yoder who is chairman-elect of the AAMD Subcommittee) to explore the development of a possible project in which AAMD, ASHA, and CEASD (and possibly CEC) could all have a major role. These discussions proved quite fruitful and led to the utilization of an ASHA Associate Secretary to develop a grant proposal. The final status of this project is undetermined at the time this report is being written. If the project is funded the AAMD-CEASD

Joint Committee will have a significant leadership role into a national project of major significance in this area. If the project is not funded in the near future it is hoped that feedback and criticisms will be offered so that the Joint Committee will be able to participate in a re-application.

Up to this point, the costs of mailings of information and publications have been largely borne by the AAMD. It is hoped that future mailings may be shared with the CEASD as a joint venture. Letterheads have been prepared and printed for use by the joint committee so that their activities may be readily identified. This report is printed on a sample of that letterhead.

The committee feels that its primary function is to facilitate the interchange of communications so that all concerned may keep up to date with what is occurring in the area of the deaf retarded. To be truly successful this must be a two-way communications process; that is, the Joint Committee must receive as well as give information that members of these organizations feel is significant and of value to others. Therefore, we earnestly solicit any and all information, papers, copies of reports, announcements of workshops, curriculum guides, etc., which surely are being developed by members of these organizations for their own use. Others may be able to benefit from your experience and your information.

APPENDIX

APPENDIX

Official Roster of Persons Registered for the 44th Meeting...

Honorary Members, Conference of Executives of American Schools for the Deaf, Inc. ....

Constitution and Bylaws.......................................

Meetings, 1868-1972, Conference of Executives of American Schools for the Deaf, Inc. ....

Published Proceedings, 1868-1972, Conference of Executives of American Schools for the Deaf, Inc. ....

NOTE: The following Reports were not supplied in time for inclusion in the Proceedings:

Parent Education Committee

Legislation Committee

Vocational Education Committee

LIST OF PERSONS REGISTERED FOR THE

FOURTH-FOURTH MEETING
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
TORONTO, ONTARIO, CANADA

Charles B. Addison
Hamilton, Ontario

*F. Wayne Adams
Greeley, Colorado

*Alma L. Alexander
Baton Rouge, Louisiana

Aaron Armfield
Omaha, Nebraska

John B. Bachman
St. Paul, Minnesota

*Bernice S. Baker
Houston, Texas

*Robert T. Baughman
Danville, Kentucky

Marshall Becker
Rockville, Maryland

*Sister Anne Behre
Brooklyn, New York

*Thomas R. Behrens
Washington, D. C.

*Philip A. Bellefleur
Philadelphia, Pennsylvania

Elizabeth Benson
Frederick, Maryland

*Gary Blackmer
Delavan, Wisconsin

*Peter M. Blackwell
Providence, Rhode Island

*William G. Blevins
Northampton, Massachusetts

J. Philip Boucher
Greenfield, New Hampshire

*John Boyd
Belleville, Ontario

*Jack W. Brady
Atlanta, Georgia

*Melvin H. Brasel
Faribault, Minnesota

*Richard G. Brill
Riverside, California

*Robert Brown
Jackson, Mississippi

Father Paul-Emile Brunet
Charlesbourg-Est, Québec

*Sister Helen Callahan
Randolph, Massachusetts

*John L. Caple
Cave Springs, Georgia

*David Carmichael
St. John's, Newfoundland

*William E. Castle
Rochester, New York

Theresa Chletcos
Philadelphia, Pennsylvania

*W. K. Clarke
Toronto, Ontario

*Marvin B. Clatterbuck
Salem, Oregon

*William N. Craig
Edgewood, Pennsylvania

Gary A. Curtis
West Hartford, Connecticut

*S. James Cutler
Richmond, Virginia

John O. Darbyshire
Belleville, Ontario

Ferne E. Davis
Washington, D. C.

Gail Davis
Washington, D. C.

*Robert T. Dawson
St. Augustine, Florida

*Sister Mary Delaney
Buffalo, New York

*Gilbert L. Delgado
Washington, D. C.

*Joseph G. Demeza
Belleville, Ontario

*David M. Denton
Frederick, Maryland

*Father Albert Desroches
Montreal, Québec

*Leo Dicker
Milwaukee, Wisconsin

Sal DiFrancesca
Washington, D. C.

Dolores Doheny
New York, New York

*G. Stanley Draffin
Toronto, Ontario

Father Brian Dwyer
Toronto, Ontario

*W. W. Elliott
Talladega, Alabama

*J. Jay Farman
Rome, New York

Judith Fein
Washington, D. C.

*Richard Flint
Greenfield, New Hampshire

Patria Forsythe
Washington, D. C.

J. Rodney Franks
Raleigh, North Carolina

*D. Robert Frisina
Rochester, New York

*Lloyd V. Funchess
Baton Rouge, Louisiana

Jack R. Gannon
Washington, D. C.

*Mervin Garretson
Washington, D. C.

Augustine Gentile
Washington, D. C.

*C. Joseph Giangreco
Council Bluffs, Iowa

*Margaret J. Grant
Toronto, Ontario

*W. Lloyd Graunke
Knoxville, Tennessee

*Edward C. Grover
Columbus, Ohio

*Claude S. Gulbranson
Moline, Illinois

*S. Theodore Guttadore
Denver, Colorado

*Britt M. Hargraves
Westminster, Maryland

Richard A. Harlow
Columbus, Ohio

*John Harrington
New York, New York

*Lloyd A. Harrison
Fulton, Missouri

*Allen J. Hayek
Devils Lake, North Dakota

*Rance Henderson
Morganton, North Carolina

Marshall S. Hester
Las Cruces, New Mexico

*Doin E. Hicks
Washington, D. C.

*Ralph L. Hoag
Rochester, New York

*Ben E. Hoffmeyer
West Hartford, Connecticut

John W. Hodgson
Belleville, Ontario

*Kenneth F. Huff
Delavan, Wisconsin

*Daniel J. Jenkins
Amherst, Nova Scotia

Richard K. Johnson
Washington, D. C.

*Ray Jones
Northridge, California

Vickie Kargul
Toronto, Ontario

J. James Kearney
Washington, D. C.

*Donald E. Kennedy
Milton, Ontario

*Sister Karen Kenney
Brooklyn, New York

Rose C. King
Hampton, Virginia

Steven L. King
Seattle, Washington

*Sister Alice Mary Kirby
Randolph, Massachusetts

*Reverend Paul F. Klenke
Cincinnati, Ohio

*Henry Klopping
Simi Valley, California

*Emil S. Ladner
Silver Spring, Maryland

*Alfred J. Lamb
Indianapolis, Indiana

Kenneth R. Lane
Middletown, Connecticut

*Richard K. Lane
Brattleboro, Vermont

*Mrs. R. G. Leckie
Montreal, Québec

*Sister Nora Letourneau
Buffalo, New York

Edgar L. Lowell
Los Angeles, California

*Melvin Luebke
Mill Neck, New York

*Kenneth R. Mangan
Jacksonville, Illinois

*Sister Loyola Marie
Lake Ronkonkoma, New York

Gary Martins
Milton, Ontario

*Josephine Merolla
Rockville Center, New York

*Edward C. Merrill, Jr.
Washington, D. C.

* June Miller
Kansas City, Kansas

* Henry Minto
Montreal, Ontario

* Arthur S. Myklebust
Sioux Falls, South Dakota

* Robert M. McAdams
Wilson, North Carolina

* Winfield W. McChord, Jr.
Danville, Kentucky

* William J. McClure
St. Augustine, Florida

* William J. McConnell
Hampton, Virginia

* John G. Nace
Newark, Delaware

Malcolm J. Norwood
Washington, D. C.

* Helen A. Page
New York, New York

* Roy G. Parks
Little Rock, Arkansas

* Albert T. Pimentel
Washington, D. C.

* Donald M. Plummer
Winnipeg, Manitoba

* Frank W. Powell
Dallas, Texas

Catherine Purnell
Washington, D. C.

Bentley Rambin
Washington, D. C.

* William E. Ransdell
Gurnee, Illinois

Brenda Rawlings
Washington, D. C.

*Edward W. Reay
Gooding, Idaho

H. Carl Reid
Belleville, Ontario

Peter Ries
Washington, D. C.

*Kenneth Rislov
DeKalb, Illinois

*Stanley D. Roth
Olathe, Kansas

*H. G. Royall, Jr.
Raleigh, North Carolina

*J. Paul Rudy
Newark, Delaware

*John P. Rybak
Buffalo, New York

*Patricia A. Scherer
Evanston, Illinois

*Frederick Schreiber
Silver Spring, Maryland

John S. Schuchman
Washington, D. C.

*Hugo F. Schunhoff
Berkeley, California

*Joe R. Shinpaugh
Staunton, Virginia

*Eldon E. Shipman
Romney, West Virginia

*John Shipman
Staunton, Virginia

*Bruce Siders
Flint, Michigan

*Roy M. Stelle
White Plains, New York

E. Ross Stuckless
Rochester, New York

*Robert Tegeder
Ogden, Utah

*George H. Thompson
Omaha, Nebraska

F. Eugene Thomure
Washington, D. C.

*Edward W. Tillinghast
Tucson, Arizona

Norman Tully
Washington, D. C.

*Armin G. Turechek
Colorado Springs, Colorado

Elgin A. Vader
Belleville, Ontario

*McCay Vernon
Westminster, Maryland

*Newton F. Walker
Spartanburg, South Carolina

Douglas Wilding
Milton, Ontario

Boyce R. Williams
Washington, D. C.

*Frank B. Withrow
Washington, D. C.

Roy Wollaston
Milton, Ontario

Peter Wuescher
Metairie, Louisiana

*Sister Virginia Young
Buffalo, New York

*Joseph P. Youngs, Jr.
Portland, Maine

*Leonard Zwick
Rochester, New York

David R. Updegraff
Washington, D. C.

Sally Wagner
Washington, D. C.

*Regular or Associate Member of the Conference of Executives

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, INC.

HONORARY MEMBERS

ABERNATHY, Edward R.
BARTLEY, Reverend Thomas R.
BECKER, Valentine A.
BENSON, Dr. Elizabeth
BERG, Mr. Lloyd
BOATNER, Dr. Edmund
BOATNER, Dr. Maxine Tull
BROOKS, Charles L.
CARL, Sister Mary, C.S.J.
CLEARY, Miss Rosemary
CRAIG, Dr. Sam B.
CRANWILL, Alfred
CRATHERN, Miss Helen C.
CROUTER, John Yale
DAVIES, Dr. Rachel D.
DAVIS, Mr. Alfred
DAVIS, Dr. Serena F.
DOERFLER, Dr. Leo
ELSTAD, Dr. Leonard N.
EPPERSON, Virgil
FUSFELD, Dr. Irving S.
GALLOWAY, Dr. James
GENTRY, E. H.
GERTRUDE, Sister Rose
GOUGH, Dr. John A.
GRACE, John T.
GROW, Charles B.
HALL, L. B.
HARRIS, Nathan
HARRIS, Mr. Stanley R.
HEDGECOCK, Dr. LeRoy D.
HESTER, Dr. Marshall
LEARD, Archie
McADAMS, J. C.
McINTIRE, O. L.
McLAUGHLIN, Miss Harriet F.
MILLIGAN, William
MORROW, Dr. Robert
MYKLEBUST, Dr. Helmer
O'CONNOR, Dr. Clarence D.
O'NEAL, Miss Mildred E.
PEELER, Mr. Egbert N.
POORE, Dr. Ethel A.
RANKIN, Dr. Carl E.
RAWLINGS, Charles
SANDERS,Keyes D.
SPARKS, Fred L., Jr.
STEVENSON, Dr. Elwood A.
VAN ALLEN, Karl C.
WALKER, Dr. W. Laurens
WALLACE, John
WILMAN, Mrs. M. Catherine
WHITEHEAD, Dr. W. M.

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, INC.

(An Association of Schools and Educational Programs for the Deaf)

CONSTITUTION (Revised, 1972)

ARTICLE I. NAME

Section I. This organization shall be known as the Conference of Executives of American Schools for the Deaf, Inc., hereafter referred to in this constitution as the Conference.

ARTICLE II. OBJECT

Section I. The object of this organization shall be to promote the management and operation of schools and other educational programs for the deaf along the broadest and most efficient lines, and to further and promote the general welfare of the deaf.

ARTICLE III. MEMBERS

Section I. Membership in the Conference shall be limited to schools and other educational programs for the deaf as specified in the bylaws. Each program shall be represented by the chief administrator or by his appointee (hereafter referred to as the voting representative).

Section II. Individuals may be granted Conference membership according to such provision as may be specified in the bylaws.

Section III. An associate member may participate in the deliberations of the meetings of the Conference and may serve on committees other than the Executive Committee. An associate member may vote when designated, in writing, as a proxy for a limited time, by the voting representative of a member school or program.

Section IV. Honorary membership may be conferred at any meeting of the Conference by a majority vote of the voting representatives present, such membership to continue until terminated by withdrawal or vote of the voting representatives. Honorary members will not be required to pay dues, and do not vote.

Section V. Member organizations shall pay dues as prescribed in the bylaws. Voting shall be restricted to member organizations for which dues have been paid.

ARTICLE IV. OFFICERS AND THE EXECUTIVE COMMITTEE

Section I. The officers of the Conference shall be a president, a president-elect, a secretary and a treasurer. The officers together with nine elected voting members and the immediate past president, shall constitute the Executive Committee.

Section II. The terms of the officers shall be two years, beginning July 1 of each even-numbered year. The president-elect shall be the nominee for president.

Section III. The immediate past president shall become a member of the Executive Committee for a term of two years. The elected members of the Executive Committee shall serve for terms of three years, three being elected each year at the regular meeting of the Conference, and taking office on July 1, following.

Section IV. The president shall be the chairman of the Executive Committee.

Section V. Officers may not succeed themselves but may be elected to other offices, or to the same office after a lapse of two years. In the case of a vacated office, the Executive Committee shall elect a new officer for the unexpired term.

Section VI. The Executive Committee may appoint a financially compensated executive manager to serve the organization, to perform such duties as the Committee may prescribe. He shall hold regular membership in the Conference. He shall be the custodian of records of the Conference.

ARTICLE V. DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE MEMBERS

Section I. President: The president shall preside at the meetings of the Conference and of the Executive Committee and shall have general care and oversight of the affairs of the Conference subject to the approval of the Executive Committee.

Section II. President-elect: In the absence or disability of the president the president-elect shall discharge the duties of the president and in the absence or disability of both, the Executive Committee may choose a qualified member to serve as the presiding officer. He shall also serve as Program Committee chairman.

Section III. Secretary: The secretary shall keep records of the meetings of the Conference and of the Executive Committee and perform such other secretarial duties as may be required.

Section IV. Treasurer: The treasurer shall collect all dues and assessments and shall have custody of the funds and securities of the Conference under control of the Executive Committee. He shall keep proper books and accounts of the receipts and disbursements of the moneys of the Conference and shall report as to the financial condition of the Conference at each annual meeting or as often as requested by the Executive Committee. The treasurer shall pay out of the money of the Conference only in accordance with the regulations or instructions of the Executive Committee, and invest surplus funds subject to the approval of the Executive Committee.

Except that, while the Executive Committee operates a national office headed by an appointed executive officer, the functions and controls formerly assigned to the treasurer are transferred to the executive officer of the national office. In this situation the treasurer shall retain membership on the Executive Committee and serve as chairman of the auditing committee.

Section V. The Executive Committee shall have charge of the affairs of the Conference between meetings. The Executive Committee shall be governed by such bylaws as are adopted by the Conference and shall submit a report of its activities at each annual meeting.

Section VI. Meetings of the Executive Committee may be called by the president or upon the request of four members of the Committee. Written notice of such meetings shall be given thirty days in advance. Where a quorum of the Conference cannot be obtained, a written poll of the members may be substituted.

Section VII. A quorum of the Executive Committee shall consist of a simple majority of the members of the Committee.

Section VIII. All officers and members of the Executive Committee shall be voting representatives of the Conference.

ARTICLE VI. MEETINGS

Section I. Regular meetings of the Conference shall be held annually at a time and place designated by the Conference in session or by the Executive Committee. Notice of all meetings must appear in the American Annals of the Deaf at least sixty days in advance of the meetings or sent in writing to each member sixty days in advance of the meeting.

Section II. A quorum shall consist of thirty voting representatives.

ARTICLE VII. AMENDMENTS

Section I. This constitution may be amended by the affirmative vote of at least three-fourths of the voting representatives present at any regularly called meeting, at which at least fifty voting representatives are present, provided thirty days' notice of the meeting with publication of the proposed amendment shall appear in the official organ of the Conference.

ARTICLE VIII. BEQUESTS

Section I. The Executive Committee is authorized to accept at its discretion gifts and bequests in behalf of the Conference.

MEETINGS OF THE
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

1868: 1st: Gallaudet College, Washington, D. C.
1872: 2nd: Michigan School for the Deaf, Flint, Michigan
1876: 3rd: Mount Airy School for the Deaf, Philadelphia, Pennsylvania
1880: 4th: The Clarke School for the Deaf, Northampton, Massachusetts
1884: 5th: Minnesota School for the Deaf, Faribault, Minnesota
1888: 6th: Mississippi School for the Deaf, Jackson, Mississippi
1892 7th: Colorado School for the Deaf and the Blind, Colorado Springs, Colorado
1900 8th: Alabama School for the Deaf, Talladega, Alabama
1904 9th: Department of International Congresses of the Universal Exposition, Halls of Congresses on the Exposition Grounds, St. Louis, Missouri
1913 10th: Indiana School for the Deaf, Indianapolis, Indiana
1919 11th: Ohio School for the Deaf, Columbus, Ohio
1924 12th: Florida School for the Deaf and the Blind, St. Augustine, Florida
1926 13th: Maryland School for the Deaf, Frederick, Maryland
1928 14th: Tennessee School for the Deaf, Knoxville, Tennessee
1930 15th: Colorado School for the Deaf, Colorado Springs, Colorado
1933 16th: New Jersey School for the Deaf, West Trenton, New Jersey International Congress on Education of the Deaf
1936 17th: Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh, Pennsylvania
1939 18th: Gallaudet College, Washington, D. C.
1944 19th: Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh, Pennsylvania
1946 20th: Minnesota School for the Deaf, Faribault, Minnesota
1949 21st: Illinois School for the Deaf, Jacksonville, Illinois
1950 22nd: Colorado School for the Deaf, Colorado Springs, Colorado
1951 23rd: Missouri School for the Deaf, Fulton, Missouri
1952 24th: Arkansas School for the Deaf, Little Rock, Arkansas
1953 25th: Washington School for the Deaf, Vancouver, Washington
1954 26th: New Mexico School for the Deaf, Santa Fe, New Mexico
1955 27th: American School for the Deaf, West Hartford, Connecticut
1956 28th: Mississippi School for the Deaf, Jackson, Mississippi
1957 29th: Tennessee School for the Deaf, Knoxville, Tennessee
1958 30th: Clarke School for the Deaf, Northampton, Massachusetts
1959 31st: Colorado School for the Deaf, Colorado Springs, Colorado
1960 32nd: Northwestern University, Evanston, Illinois
1961 33rd: Oregon School for the Deaf, Salem, Oregon
1962 34th: Texas School for the Deaf, Austin, Texas
1963 35th: Manger Hamilton Hotel, Washington, D. C.
1964 36th: California School for the Deaf, Riverside, California
1965 37th: Pick-Durant Hotel, Flint, Michigan
1966 38th: Velda Rose Towers, Hot Springs, Arkansas
1967 39th: American School for the Deaf, West Hartford, Connecticut
1968 40th: Gallaudet College, Washington, D. C.
1969 41st: California School for the Deaf, Berkeley, California
1970 42nd: Ponce de Leon Lodge, St. Augustine, Florida
1971 43rd: Arkansas School for the Deaf, Little Rock, Arkansas
1972 44th: Hotel Royal York, Toronto, Ontario, Canada

PUBLISHED PROCEEDINGS OF THE
CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

1868 - 1972

1868	VOLUME I: 1st meeting, 11th Annual Report of the Columbia Institution for the Deaf and Dumb (Gallaudet College), Washington, D. C.
1872	VOLUME II: 2nd meeting, 10th Biennial Report of the Board of Trustees of the Michigan Institution for the Education of the Deaf, Dumb, and Blind, Flint, Michigan
1876	VOLUME III: 3rd meeting, American Annals of the Deaf, No. 4, Mount Airy School for the Deaf, Philadelphia, Pennsylvania
1880	VOLUME IV: 4th meeting, Stream Press of Gazette Printing Co., Northampton, Mass., Clarke School for the Deaf, Northampton, Massachusetts
1884	VOLUME V: 5th meeting, Biennial Report of the Minnesota School for the Deaf, Pioneer Press Co., St. Paul, Minnesota
1888	VOLUME VI: 6th meeting, Clarion-Ledger Printing Establishment, Jackson, Miss., Mississippi School for the Deaf
1892	VOLUME VII: 7th meeting, Colorado School Printing Office, Colorado Springs, Colo. Proceedings published in 1893.
1900	VOLUME VIII: 8th meeting, Alabama Institute for the Deaf Printing Office, Talladega, Alabama
1904-50	VOLUME IX-XXII: 9th to and including the 22nd Proceedings - published in the American Annals of the Deaf
1951	VOLUME XXIII: 23rd meeting, Missouri School for the Deaf (*)
1952	VOLUME XXIV: 24th meeting, Arkansas School for the Deaf, Little Rock, Arkansas. Minutes were mimeographed.
1953	VOLUME XXV: 25th meeting, Washington School for the Deaf, Vancouver, Washington. Minutes were mimeographed.
1954	VOLUME XXVI: 26th meeting, New Mexico School for the Deaf, Santa Fe, New Mexico. Minutes were mimeographed.
1955	VOLUME XXVII: 27th meeting, American School for the Deaf, West Hartford, Connecticut (*)
1956	VOLUME XXVIII: 28th meeting, Mississippi School for the Deaf, Jackson, Mississippi. Minutes were mimeographed.
1957	VOLUME XXIX: 29th meeting, Tennessee School for the Deaf, Knoxville, Tennessee (*)
1958	VOLUME XXX: 30th meeting, The Clarke School for the Deaf, Northampton, Massachusetts. Minutes were mimeographed.
1959	VOLUME XXXI: 31st meeting, Colorado School for the Deaf, Colorado Springs, Colorado (*)
1960	VOLUME XXXII: 32nd meeting, Northwestern University, Evanston, Illinois. Minutes were mimeographed.
1961	VOLUME XXXIII: 33rd meeting, Oregon School for the Deaf, Salem, Oregon (*)
1962	VOLUME XXIV: 34th meeting, Texas School for the Deaf, Austin, Texas. Minutes were lithographed.

(*) Minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.

1963	VOLUME XXXV: 35th meeting, Manger Hamilton Hotel, Washington, D. C. This meeting was held in conjunction with the International Congress on Education of the Deaf, June 22-28, 1963. Minutes were published in the International Congress on Education of the Deaf Proceedings and (*).
1964	VOLUME XXXVI: 36th meeting, California School for the Deaf, Riverside, California. Minutes were lithographed.
1965	VOLUME XXXVII: 37th meeting, Pick-Durant Hotel, Flint, Michigan (*)
1966	VOLUME XXXVIII: 38th meeting, Velda Rose Towers, Hot Springs, Arkansas. Minutes were lithographed.
1967	VOLUME XXXIX: 39th meeting, American School for the Deaf, West Hartford, Connecticut (*)
1968	VOLUME XL: 40th meeting, Gallaudet College, Washington, D. C. Minutes were lithographed.
1969	VOLUME XLI: 41st meeting, California School for the Deaf, Berkeley, California (*)
1970	VOLUME XLII: 42nd meeting, Ponce de Leon Lodge, St. Augustine, Florida. Minutes were lithographed.
1971	VOLUME XLIII: 43rd meeting, Arkansas School for the Deaf, Little Rock, Arkansas (*)
1972	VOLUME XLIV: 44th meeting, Hotel Royal York, Toronto, Ontario, Canada. Minutes were lithographed.

(*) Minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.

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